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ABSTRACT

This fifteenth annual report of the METRO evaluation center discusses continuing problems related to user acceptance of controversial materials, lack of and poor quality of film guides, and circulation of the right product to the right user as a preliminary to the evaluation of instructional materials. Based on statistical summaries, predictive instruments, teacher and student reactions, evaluation seminars, and in-house observations, these evaluations cover materials in two categories: 16mm films (251 titles) and building level materials (150 items), which include filmstrips, kits, records, cassettes, study prints, slides, models, and overhead transparencies. The evaluative data are presented as composite sheets drawing together information collected from users, with representative teacher and student comments when available. Also provided are recommendations for the use of the report, guidelines for the preparation of worksheets, and product quality indicators. (Author/RAA)

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METRO Media Evaluation Center

212 King Philip Drive
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METROPOLITAN EFFORT TOWARD REGIONAL OPPORTUNITY

METRO

1981 MULTI-MEDIA EVALUATION REPORT

IR010266

A Program of CREC Capital Region Education Council

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Lois J. Nystrom

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Preface

Herewith is another yearly Evaluation Report compiled by METRO. As is the case with any anniversary (we are approaching our 15th), it is a time to look not only at things as they are, but also at the past and future as well. There have been significant changes, most of which can be considered progress, over the years that the program has been in existence; but there are also areas in which little or no progress has occurred.

The METRO program itself continues to be what it has always been -- a media evaluation center, with a library-like component, and, to an increasing degree, an evaluation source recognized far beyond its clientele. This is the present, the time frame most easily seen and described; though the staff at METRO are far from complacent, there is a certain degree of satisfaction with the current status of the project.

It is only our looking back to where METRO began and how far it has come that brings us mixed feelings. METRO has set a role model for evaluation which has earned nationwide praise and acceptance. Though gratifying, the recognition loses some of its appeal when the overall media picture of the past 15 years is scrutinized. Problems which METRO sought to address from its inception still exist, with little apparent hope for solutions in the immediate future. These problems can be divided into three general categories: end user (teacher-related), production, and circulation.

I. The "User" Problems:

---Potentially controversial, or "difficult", films still do not achieve ready acceptance. The two most critical areas seem to be religion and sex. What training most teachers have received has not included the methods needed to deal with these topics in a classroom situation, so a number of good-to-excellent films go begging for use. For example, "Martin The Cobbler", produced by Will Vinton and distributed by Billy Budd Productions presents a message which transcends the boundaries of any religion and becomes a universal morality tale, but because it is set in an obviously Christian framework one will find the film sitting on the shelf because users fear anything with religious overtones. Another example problem film is "A Real Naked Lady", written and directed by Jack Bender and distributed by Films, Inc., which includes full female nudity. Although obviously not proper for every situation, the film honestly (and accurately) explores the awakening sexuality of a young boy and <u>should</u> have a place in a Family Life or Sex Education curriculum. It hasn't found that place, nor has it found its other use -- in-service teacher training (more about this under "circulation" problems). These films, and many others, can and should be used to expand the horizons of the classroom experience.

---Some curricular areas, most notably Physical Education, are notorious for the continued misuse of media. P.E. teachers have never been noted for their support of media programs, yet these same teachers demand that materials for their curricula be available. When these materials <u>are</u> available (METRO has a substantial quantity of high-quality items) they are most often used as "fillers". (If the band has to rehearse in the gym, then P.E. classes will view a film in another

room.) Rarely are films (or other media) used as an integral part of an instructional unit, nor are they used for introduction or support. They remain solely "rainy day" pastimes.

---All of these issues are encompassed by the largest single problem at the user level: lack of media training, both initial and in-service. Initial (college) training cannot be expected to be extensive or of long-term value, due to time constraints and the changing nature of products; that leaves in-service as the largest deficiency in the average teacher's "diet".

The root of this deficiency is simply that the "media people", as a community, have not been doing their job. The Media Specialist has been too concerned with obtaining the latest materials to take time, on a regular basis, to give instruction in their utilization. The Librarian, or Library Media Specialist, is too often a print librarian asked to fill two roles, regardless of whether or not the individual has been adequately trained for both. The Audio Visual Director has spent years updating the hardware collection and improving inventory procedures and has never quite gotten around to dealing directly with teachers to insure that the hardware is being used effectively. In short, no matter what the title, the individuals who should be responsible for keeping teachers abreast of new materials--content, utilization, and educational effectiveness-- have been too involved with a myriad of ancillary responsibilities to deal with the basic core of their positions: assisting teachers to use media for effective teaching and predictable learning. Until media professionals realize that all their efforts are wasted if the classroom teacher is not prepared to utilize properly a wide variety of software, the gap between media and learning can never be narrowed.

II. The "Producer" Problems:

---Guides--again, guides--the single largest producer-related problem continues to be the lack of (or the poor quality of) teachers' guides for films. This problem has been mentioned in nearly every Evaluation Report; users bring us their complaints, which we pass on, and it all falls on deaf ears. In the past ten years, there has been only a slight improvement in the quality of guides and almost no increase in their inclusion. To be sure, many producers do, and always have, provided information with their products, and many have done a fine job with this, but they are still the minority.

The guide serves a vital function: it is the link that connects the film to the educational need and subsequent effective teaching and learning. There are many fine films available for those few who can start from scratch and do an accurate analysis of them, but, for the majority of teachers, these films are only marginally useful. A perfect example is "Sea Creatures", produced by Robin Lehman and distributed by Phoenix Films, Inc.. Its complex content screams for a guide, yet none is provided. The net result is that the film is rarely used effectively. It is now a matter of policy, that METRO will not purchase materials which are not accompanied by, at the minimum, a "bare bones" guide. Such materials do not receive effective utilization and their purchase is not in the best interests of METRO's clientele.

---Film length (running time) is another long-term problem. Too often, there seems to have been little thought given to the teacher or the student audience.

A thirty-minute film is almost always too long for elementary level audiences. Their attention span simply will not encompass such films, yet 25 to 30 minutes is a common length for "story" films, especially those produced for television broadcast. A similar problem exists at the secondary level: producers seem unaware that the secondary school day is divided into distinct time blocks, averaging about 43 minutes. Many productions run 40 minutes to an hour, thus insuring that, even if the film can be squeezed into one period, there will be no discussion following the screening. Admittedly, some topics are deserving of an hour's worth of film, but this should be divided into two relatively self-contained segments that can be screened and discussed during a single class meeting.

---In the area of technique, it has been demonstrated time and again by teacher and student reactions that the simple cartoon is an insult to the intelligence of the viewer. Today's student audiences are visually sophisticated; if good quality animation cannot be used, almost anything, including iconography, is preferable to the cartoon. In most cases, both the producer and the audience would be better served if the cartoon film were not made at all.

---In a similar vein, the day of the (obvious) low-budget film is gone. A producer must expect to invest a substantial sum in production if the end result is to be educationally effective. Also in the general area of technique is the overall approach to production. Films can be made to do one thing, or, with forethought, they can offer multidisciplinary use. Some film company productions are good, straightforward, subject-oriented films, but lack any spark of imagination. On the other side, there are film company productions that not only include the basic content, but also add the spice of creativity, humor, etc., which help these films rate consistently high with both teachers and students. It must be remembered that a film with one major use and two or three minor ones is a far better dollar value than a straight "teaching" film, and with the shrinking of available funding, multidisciplinary and/or multi-level use is virtually mandatory.

---Continuing with the question of cost-effectiveness, we fail to see how two categories of productions continue to remain priced at levels comparable to the average independent production. These categories are the sponsored film and the government-agency-produced film. In the case of a sponsored film, production costs are picked up by the sponsor, not the producer, and the product frequently serves as little more than an advertisement for the sponsor. Government films are made with public tax money by a non-profit organization. METRO and its users have long questioned the pricing policy which puts these films on a par with the independents; there is also considerable doubt whether the government should be in the filmmaking business at all. At any rate, such subsidized products should be available to the educational community for little more than the cost of the film stock used (which, usually, is less than 30% of the selling price).

---Another class of film which should be available at lower than average cost is the film taken directly from a television production. (Ideally, these should be available on videotape at substantially reduced prices.) Many of these films, (e.g., "Marva", from CBS's "60 Minutes"), are taken and offered exactly as originally broadcast on network television. They were prepared for a general TV audience, not a classroom, and have not been edited, prefaced, or summarized in order to assist the classroom teacher. This is also true of many longer, more expensive films, such as documentaries and news specials. Originally

produced to be at least as entertaining as they are informative, their educational component can often be found wanting.

It is true that a great deal of educationally valid television programming does exist, but, almost without exception, it could benefit from restructuring to better suit the classroom. After all, we are being asked to pay at the same rate we would for a "made-for-the-classroom" film and we have a right to expect educational design from the product.

In summary, it appears that too many producers (and distributors) are interested only in garnering as large a share as possible of the diminishing educational market. These same firms do not consider the classroom first in their planning and production, with the end result being a mis-match of media and audiences.

III. The "Circulation" Problems:

---The circulation of in-service films from a general media center has always been difficult. Many items, though designated as "classroom" materials, can be used to great advantage in in-service situations. These, however, are often difficult to identify from their catalog descriptions, which must necessarily be brief and oriented to use with student audiences.

A concomitant to this is that most training directors turn to specific in-service catalogs and collections when seeking media. How, then, can METRO make known to these training directors that there are items not normally found in in-service centers that may be ideal for their purposes? (An "in-service" heading in the subject index of the catalog has not proven particularly helpful.)

---The question of whether or not to include production dates in the METRO catalog remains a dilemma. If dates are included, as is frequently advocated, users tend to seek out only the newest items and overlook the great many excellent materials produced five or ten years ago.

If, on the other hand, dates are omitted, users may find themselves with materials which, for their purposes, are outdated and/or inappropriate for their students. The previewing of all materials would avoid this situation, but we realize that, vital as it is, previewing often does not occur. Thus "China Today" may be introduced after mention of Nixon's re-establishing relations with that country only to find that "China Today" was produced in 1967.

Although the issue remains without permanent resolution, METRO has chosen to continue its policy of not including production dates. The basis for this practice is a belief that good materials should not be unduly stigmatized in an effort to protect users who fail to preview materials before classroom use.

---Further compounding the problem of getting the right film to the right user are two problems of labeling: non-matching titles found in catalogs, film cans, guides, and in the films themselves, and identical titles from different producers. There's little that can be done about the latter, except to hope that the user chooses a film by title and producer, and then previews. The former can and should be addressed. While it does not occur on a regular basis, it is not uncommon to find that a film can carries an abbreviated version of

the title shown in the catalog, or that the film itself displays a title different from either the catalog or the can. Usually this occurs with lengthy titles, but, whatever the reason, it has led to accessioning difficulties and confusion among users.

---Building-level materials (filmstrips, cassettes, study prints, etc.) continue to move either very slowly or not at all; teachers apparently look to regional centers only for films. Especially difficult to circulate are sets of slides. While METRO finds the slide format attractive, since it offers great flexibility in terms of rearrangement for specific needs, segmented presentation, simple updating, etc., the format simply does not move. The reason is simple: there is a distinct shortage of slide projection equipment in area school districts. The filmstrip format is so solidly established that it is difficult to divert limited funds from a filmstrip projector to a slide projector. Although it should not be, in this case the hardware directly dictates the software. (One further note: slides not supplied already in place in a carousel tray will not move at all. No one is willing to spend time withdrawing individual slides from fancy plastic pages or fumbling with a loose stack. When a medium has this much difficulty obtaining acceptance, it is foolish to kill it completely for want of user-oriented packaging.)

None of these circulation difficulties can be considered a major stumbling block to media utilization, but they are typical of the numerous minor interferences which prevent the most effective usage of existing resources. They are all the more aggravating because of the length of time they have plagued METRO (and, certainly, other media centers). The fact that they are mentioned at all should be considered encouraging; it is a reminder that METRO has not given up its constant effort to improve services to its clients.

PROBLEM: The Future:

It seems obvious that the role of the 16mm film as the dominant medium is approaching an end. Lowering cost, rising quality, increasing availability, and improved equipment operation are all rapidly working together to thrust the videocassette to the forefront. With this in mind, METRO began during the 1980-1981 school year to survey users' feelings regarding the television medium. Initial efforts were directed toward user acceptance; the vehicle used was the traditional evaluation form with two added questions: "Would this film be equally effective if presented on a TV set in your classroom?" (yes/no), and "What would be the most effective medium for this material?" (filmstrip, cassette, record, slides, filmloop, 16mm film, videotape, other).

As was expected, initial user response to these questions was largely negative. The two most common explanations offered (in the "Comments" section of the form) were lack of video hardware and familiarity with/love for the film medium. METRO was, during the initial period of response, formulating plans for moving into the circulation of materials in the video format. The "lack of hardware" response, when investigated, proved to be mainly a lack of videocassette hardware. The majority of secondary schools (and many elementary schools) had open reel equipment but felt that, since commercial offerings were all in cassette format, their equipment was worthless.

As a result of this investigation, METRO determined that the first step it should take should address the problem of format incompatibility. To this

end, a duplication center has been installed which permits transfer from an original in 1/2" open reel, Beta, VHS, or 3/4" U-Matic cassette to a copy in any of those formats.

In addition to compatibility, availability of software was considered an initial target area. The Connecticut State Department of Education has obtained perpetual rights to a number of series; these are being taped via a CATV feed as they are broadcast and are becoming the core of a permanent video collection. Teacher requests for off-air taping are being honored under the new copyright guidelines; materials obtained in this manner are available for a 45-day preview period.

METRO sought to involve the producers and distributors with which it has dealt in the film evaluation process. All companies which offered both film and video in their catalogs were invited to place materials for evaluation in the video format. Undoubtedly due to the fear of user piracy, which is far easier with video than with film, all but eleven declined to participate. METRO would like to extend a special note of thanks to AIMS Instructional Media Services, Alfred Higgins Productions, Benchmark Films, Inc., BFA Educational Media, Carousel Films, Inc., Films, Inc., Little Red Filmhouse, National Audiovisual Center, Pyramid Films, Sterling Educational Films, Inc., and Xerox, all of which had the vision to see that the future of educational media lies in television and all of which became depositors of new materials for evaluation in the video format for the 1981-1982 school year. It is through such cooperation that METRO has continually grown and will continue to grow and diversify to meet the needs of the educational community. Results of the video evaluation will be included in the next annual Evaluation Report.

In conclusion...

Despite the growth of the METRO program over the years, there are long-term problems to which no solutions have yet become apparent. At the top of the list, the single greatest problem is the lack of thorough, continuous, meaningful in-service training. Media personnel must strive for this, or the day may come when there will be no need for media personnel, media, or METRO. Budgetary limitations are going to force each and every facet of education to prove itself both educationally accountable and economically practical. Programs and areas of activities which cannot withstand close scrutiny are going to disappear.

A look at the future shows a pattern of rapid change, with videocassettes, videodiscs, and computers becoming the prime media tools. Local districts must prepare themselves and their teachers to handle the new technology. Training and hardware must be readily available to overcome user hesitancy if falling into the same pattern of long-term problems is to be avoided. In fact, the future of classroom media depends almost solely upon user readiness, ability, and desire.

THE METRO RATIONALE

METRO has demonstrated over a 13 year period the ability to serve a number of Connecticut communities in the "Capitol Region" as a Media Evaluation Center in the following manners:

- as the centralized gatherer and compiler of user data;
- as the standardizer of reporting formats;
- as the disseminator of findings;
- as the training site for users in the effective selection, application, and evaluation of media for area classrooms.

Where And How Are Data Obtained?

Classroom teachers and students can and do report on materials following use in the classroom. The interaction of teacher/student/media at the test site provides detailed and extensive data. The reporting and observations by the teacher can most accurately be substantiated when accompanied by written student comments. Consequently, this form of reporting becomes the "choice" raw data.

Media and library personnel, curriculum coordinators, department groups, and special committees ("evaluation-minded" groups) who meet with special sessions (an artificial atmosphere at best) are other sources of data.

Basic information, such as accuracy of content presented, technical quality of material, application to various disciplines, suitable grade levels, and overall ratings (poor to excellent), are obtainable through a "check one" or "yes/no" format and have value to all users. In the search for data beyond this basic information, problems are encountered. Thus the evaluation form is under a continuous review process at METRO, which ultimately results in changes in both format and questions. The major problem is getting meaningful responses - a quick "yes/no" "check one" form requires little time to complete, but provides only the most basic data with little room for shades of meaning between "yes" and "no". A multiple-choice (e.g., poor-fair-good-excellent) question allows more subtlety in response, but still requires the evaluator to use a word he has not chosen. A numerical scale provides for the greatest individual shadings of response, but still requires some interpretation. Too many evaluators tend to use only the middle area of the scale, calling everything "o.k.".

The Preview Evaluation Forms used by METRO in 1980-1981 (see pgs. 12, 13 & 21, 22) use a combination of "check one" questions and "response" questions. Space is made available for "additional comments" and student reaction and comments. Obtaining essay answers is not easy, but herein usually lies the real substance and clue to interpretation of the basic questions section. Users respond freely

on the form when the material is at one end of the scale or the other. If the material is exceptionally good - really head and shoulders above other material used - or if it is downright bad, then users (teachers) and audiences (students) feel compelled to say so, and they liberally describe their experiences. Something that hangs in the middle provokes neither excitement nor anger.

What does METRO do with the collected data?

METRO publishes an annual Multi-Media Evaluation Report which is sent to each METRO member school district, to appropriately designated personnel within each district, and to the producers/distributors who have deposited media at METRO for evaluation. Extra copies of the Report are made available for purchase while the supply lasts. The Report contains data gleaned from evaluation forms and from the utilization records (number of times used, type of learning environment, etc.). Also included are recommendations for use of the Report, observations and general comments about the companies depositing the material, student comments, etc..

In addition to the annual reports, composite reports and occasional papers produced by METRO and relating to the selection, use, and evaluation of instructional non-print materials processed through the METRO evaluation cycle are made available to METRO members. Extra copies are available for purchase by non-METRO members while supplies last.

All data gathered through the METRO process, regardless of format, are stored at the Center and are available for review upon request.

BASIC PREMISES FOR THE FUNCTIONING OF THE
CAPITOL REGION EDUCATION COUNCIL'S
MULTI-MEDIA EVALUATION CENTER,

METRO

In this age of accountability and fiscal restraint, the major problem for educators has not been the philosophical justification of new and existing educational programs, but rather the documentation of apprehended success in the classroom. This documentation has proven to be a massive and overwhelming task best handled as a cooperative venture carried out by professionally motivated educators across a wide spectrum of the educational community.

Multi-media instructional materials (including films, filmstrips, slides, flat prints, overhead projecturals, records, sound tapes, and coordinated combinations of these), carefully chosen and used to support the multi-sensory learning patterns of children within a well-developed and tested lesson plan framework, are essential for quality education.

Multi-media instructional materials may have very wide ranges of applicability in grade level and content area, as well as varying strategies for use in specific socio-economic learning environments. It becomes necessary, then, for classroom teachers in a given region to try out the instructional materials in every possible combination of strategies, levels, content areas, and learning environments, and to share the results.

To fit individidualized and multi-paced teaching strategies and learning patterns, performance-proven multi-media instructional materials need to be available, both to teachers and learners, on a very nearly continuous basis.

The following Report on the evaluation of instructional materials is based on data collected from:

statistical summaries
predictive instruments
teacher reactions
student reactions
in-depth studies
evaluation seminars
observations by the CREC/METRO staff

The materials covered in this Report are divided into two categories: 16mm films, generally purchased at a school district level, and building level materials, including items such as filmstrips, kits, records, cassettes, study prints, etc., generally purchased at the school building level.

Evaluative data for all types of media -- films and building level materials -- are presented in the form of composite sheets, drawing together, averaging and/or enumerating information collected from users of the materials. Representative teacher comments and samplings of student comments are included when available.

It should be noted that the "User Comments" for any item may vary widely. One user may find the item "enchanting" while another equally adept user may find it "a crashing bore". Such disparate comments found together in the data sheets are not included to create ambiguity or confusion; the "User Comments" sections are intended to be non-interpreted raw data. Such ambivalence of user responses in the past has frequently indicated that the item described was one which provokes the strong emotional reactions so necessary to foster meaningful discussion and should not be dismissed as a negative factor.

We would like to call your attention to the producers and distributors who placed materials in METRO for unrestricted evaluation during 1980-1981:

AIMS Instructional Media Services
Alfred Higgins Productions
American Educational Films
Benchmark Films, Inc.
BFA Educational Media
Carousel Films, Inc.
Center For Humanities
Centron Films, Inc.
Churchill Films
Coronet (Perspective Film Collection)
*CRM/McGraw-Hill Films
*Crystal Productions
Current Affairs
*Walt Disney Educational Media
Document Associates
Educational Enrichment Materials
EMC Corporation
Esmeralda Films
Films, Inc.
Guidance Associates
*Harcourt Brace Jovanovich
International Film Foundation
Journal Films
Walter J. Klein Company
Little Red Filmhouse
National Audiovisual Center
National Geographic Society
*Parents' Magazine Films
Pathescope Educational Media
PCI (formerly Paramount Communications, Inc.)
Phoenix Films, Inc.
Pyramid Films
Random House, Inc.
Scholastic Magazine
Screenscope, Inc.
Stanton Films
Sterling Educational Films, Inc.
Sunburst Communications
Weston Woods
Wombat Productions
Xerox

* denotes first-year participant

RECOMMENDATIONS FOR THE USE OF THIS REPORT

Recommendation:

Each school system should make available to its staff a basic collection of multi-media instructional materials of performance-proven value on a continuous accessibility basis, either through individual or group purchase or on a massive rental basis. CREC does not provide this service in its present operating pattern. Information in this Report will have its greatest value as a guide to individual towns in the purchase and rental of multi-media instructional materials.

Using 16mm film as an example, it should be noted that of the 254 films evaluated, the top 10% are unquestionably of high quality and great classroom value. These films represent an investment of long-term value which, though substantial, should not be beyond the reach of most school systems committed to quality education.

25 titles at (average) $325/film = $8,125

On a cost-per-student basis, over the life of the films, this would represent less than the cost of a single paperback book for each student, a figure easily justified in relation to the total education budget. It might be noted that, as print material costs escalate rapidly, film costs have also risen, though not as rapidly. The alarming price increases announced two years ago as a result of increased silver prices have now, for the most part, been rolled back so that while inflation takes its toll, the bottom line still has film prices rising more slowly than those in many other areas of education.

When considering film purchases, potential selections should not be limited to the overall top 10% or the upper 25% for each company. The top 10% comprises a group of films which are undoubtedly of high quality, great classroom utility, and multidisciplinary application. Purchase of this list as a whole would not be unwise, but any prospective purchaser should carefully examine the films included in the top 25% for each company. These are also high-rated films; they may be somewhat more limited in age or curricular application. The fact that a film is included on neither of these lists should not automatically exclude it from consideration. The primary criterion in any purchase selection is the curricular needs of the purchaser; many quite good films will be found outside the two lists, and these may fit the exact needs of a particular purchaser better than another, higher-rated film. Appropriately, the very best films evaluated each year (possibly the top 10%) should be purchased not by CREC, but by the school systems individually or cooperatively. This would leave CREC funds available to purchase materials which are more properly housed and circulated on a regional basis, i.e., films with narrower audience or subject application. If a film will be screened several times a year in a given town, it should be owned by that town (or a small cooperative library). If it is to be used but once a year in each town, the CREC regional center is its proper home.

It should be noted that METRO makes no commitment to purchase any materials; items are placed by producers and distributors solely for evaluation. Subject to availability of funds, METRO does purchase a small number of items. This is not for the purchase of building a "library" collection, but rather to serve two

functions: an attempt to make continued participation more feasible for producers and distributors, and to make outstanding materials available for continued evaluation by users who may not have been able to examine them during the initial year. Proposals for collective purchasing and the establishment of a regional library of instructional materials have been made at regular intervals, but the decision to move in this direction has not been made by CREC or the METRO member districts.

Recommendation:

In September, 1982, each Superintendent of Schools in Connecticut must certify in writing that instruction is "planned, on-going and systematic" in eleven subject matter areas. Simply stated this means: (1) There is a curriculum where content, scope and sequence are delineated; (2) That teaching in the classroom relates to that curriculum; (3) That this curriculum reaches grades K-12; and (4) That the curriculum is controlled - i.e., teaching is done by objectives and is subject to regular review.

If teaching is by objectives and instructional media are used, then materials must be selected that will bring about the desired outcomes. We can be certain that objectives are met by an instructional item if we subject that item to an intensified evaluation process.

Curriculum coordinators should examine carefully all items, especially those listed in the top 10% and 25% categories, to find those that would be of value to their teachers. METRO maintains complete records of utilization; the staff is prepared to help you determine which materials have been used in your system, by whom they were used, and the results of their use. If materials which seem valuable appear to be receiving limited use, the staff can assist you in bringing them to the attention of your teachers. We are aware that where top quality materials are in regular use, excellent teaching is taking place. Teachers who regularly visit the Center are demonstrating concern and respect for their students; this commitment does not pass unnoticed by colleagues and superiors. Concerned teachers using high quality materials make an outstanding combination. METRO has data gathered from these situations to assist your teachers in developing specific utilization plans, whether you buy or rent film.

Those responsible for making purchasing decisions regarding instructional materials should insist on having performance evaluation data in hand before any conclusions are drawn. With over 350,000 items of "instructional" material on the market, the days when an "evaluation committee" could do a comprehensive job of examining all available items are long past. This Report is one source of such data and should be used as such.

GUIDELINES AND PROCEDURES FOR THE PREPARATION OF THE 16mm FILM DATA SHEETS

Summary statements are provided for each company. These generalizations are based on:

collected evaluative data	observations by the CREC/METRO staff
written comments of students	verbal comments of users (teachers)

They are intended to point out major strengths and weaknesses and general user reaction to the items evaluated during the 1980-1981 school year.

Classroom teachers in towns holding membership in METRO may, for a period of one week, borrow materials to use in their classrooms. At the time of their return, each user is required to submit a completed evaluation report on materials used. Other individuals are welcome to preview any available materials using facilities available within the Center itself; they may not remove materials from the Center. These individuals are also required to report their personal reactions and opinions of materials previewed. The thousands of reports obtained through the year form the primary source for the data compiled in this Report.

As in any survey process, the selection of the questions to be asked as well as the most effective way to phrase them is a critical issue. The 1980-1981 form (blue) used for reporting is found on pages 12, 13 of this Report. It is to be noted, however, that the METRO program continues to monitor the use of reporting instruments with an eye to increasing effectiveness in gathering meaningful data which is useful to both users and producers. The request for the number of times a film was screened saw its first full year of use during 1979-1980. Although the figures are, as expected, higher than those obtained during the previous year, they still do not accurately reflect the true amount of usage a film receives. Some users tend to exaggerate this figure, saying in effect "look how well I used used the film while I had it"; others tend to downplay the figure in an equally misguided effort to say "see how well I treated your film by not using it too much".

This question obviously needs clarification if it is to be truly accurate as a quantitative measurement. In the meantime, our review of responses received would indicate that two qualitative statements can be made: first, screening figures will be substantially higher for a secondary level film which is shown to 2-10 sections of the same course than they will for an elementary level film which may be presented to as much as half the student population in a single screening; second, there is a relationship between the quality of a film and the number of screenings per booking. Booking figures are indicative of the appeal of a film based on its subject matter and catalog description; screening figures are indicative of the success of a film in the school environment: good films will be passed from teacher to teacher and used several times, while poor films will receive only a preview screening. Work continues at METRO to refine this question thus enabling us to receive a true quantitative measurement.

In line with the policy of continually seeking the most pertinent data, the 1980-1981 evaluation form requested information on the most effective medium for the material presented and was seeking to determine what type(s) and what percentage of 16mm films would be equally effective in a video format. Response to this question was spotty, erratic and misleading. The data retrieved did not provide us with the information we were seeking, but rather it gave us a clear indication

of the roadblocks that will have to be transcended as we move into video. In response to the question "What would be the most effective medium for this material?" the majority checked 16mm and added this comment to the space near videotape: "we don't have videotape equipment in our (school) (building) (town), etc..

Student Interface:

This student interface figure represents an average of all ratings received in the "Student Comments" section on the back of the blue forms:

Interest	Participation
Response	Motivation

Each of the items was rated on a scale of from 1 (poor) to 4 (excellent). The purpose of the "interface rating" is to give the prospective user an idea of probable student reaction to a given film. It should be noted that it is a composite of the users' (teachers') opinions of student reaction, and not a direct rating by the students themselves.

Student Comments:

Student comments on many of the films evaluated are on file and available for review at METRO. The volume of these comments prohibits their inclusion within the body of this Report; however, random samplings have been included to provide some additional insights to student's evaluative input.

NOTE: If a film received fewer than three (3) evaluations or the film was evaluated less than 30% of the number of times it was booked, it was not included in the company's composite evaluation nor was it considered for inclusion in the top 10% and 25% listings.

Specific Guidelines For Interpretation Of 16mm Film Data Sheets

Composite Rating:

The composite rating is the average of all ratings given to a film, after the deletion of the one highest and one lowest rating. These deletions are made in order to give as accurate a figure as possible, eliminating the chance of a single contrary opinion having undue effect on the composite figure. An exception to this procedure occurs where fewer than seven (7) ratings are available. In such cases, the high and the low are included, since dropping them would excessively narrow the opinion base. If a film was obviously misused, e.g., a primary film used in senior high and rated low because of "juvenile presentation", a resultant low rating will be discarded. The interpretation of "misuse" and deletion of associated ratings were left to the expertise of the analyst preparing the Report.

NOTE: The composite rating is not to be considered a definitive statement of the "value" or "quality" of an item; all areas of data must be considered by the user in the light of the user's objectives before any valid statement can be made. The majority

of items in this Report fall within a rather narrow numerical range in the Composite Rating column; only unusually high or low ratings should be considered accurate indicators when taken alone.

Number of Times Circulated:

This number indicates how many times a film was borrowed from METRO during the year. Under the borrowing procedure in effect at METRO a film could be borrowed for one week. A total of 12 days (7--circulation; 2--weekend; 3--examination, cleaning, and recording keeping) is needed by the METRO staff to "turn a film around" from one viewer to the next. Thus, in 180 school days, it is possible for one single film to be borrowed 14 times under ordinary circumstances. Special bookings are made for films which are in heavy demand and are circulated 15 times or more during the year.

However, this number does not necessarily indicate how many times the film was shown during the weekly borrowing period. As an example, a film may be borrowed once and shown once as a preview; or a teacher might show the film twice: once for preview, once to an audience; then again, the film might be shown several times to different audiences. The number of times a film was shown appears on the data sheets under the heading of "Screenings". Information on total number of viewers was also collected; this, although not on the data sheets, is on file at METRO and is available upon request.

Recommended Grade Levels:

The grade level range is determined by weighting the number of responses received for a given level. The primary figure (unbracketed) indicates the majority determination. Where a secondary figure is shown in parentheses, it represents levels given mention by some evaluators and indicates a secondary usage area, probably requiring more preparation prior to use with those audiences.

Selection/Success Ratio:

Users responded on a scale from 1 (poor) to 5 (excellent). The data reported is a composite of all responses to the question, "How effectively did the film meet (your) need?". This question, and the one preceding it ("Briefly state..."), are providing information on utilization which has allowed us to expand the "User Comments" section. As users become more skilled in evaluating we are able to report more fully the purposes for which a film was selected.

This is a somewhat difficult rating to interpret, since the user's objective is in question, not the producer's. User objectives for the same film vary widely. As an example, the same film might be chosen by one teacher to illustrate to grade 5 students rural life in America; by another to familiarize 2nd graders with the sounds of regional accents; and by a third to discuss in a senior high classroom the possible economic future of small farms.

There are films which are usable for all three; the analyst's task in this area was to determine if the chosen objective could be considered reasonable when the film is selected on the basis of a catalog description provided by the producer or distributor. In cases where the objective bore no plausible relationship to the producer's claims for the film, a resultant low rating was discarded, much in the manner described above under "Composite Rating".

The most effective interpretation of this rating is that a high score indicates that a film has been accurately described by the producer and is of good to excellent quality. Because of space limitations, we cannot list all objectives; these are, however, on file and available at METRO.

Explanation Of Codes Used On Data Sheets

Column 2: Composite Rating

Films were rated on a scale of 1 to 10 (poor to excellent) by evaluators; this figure is the average of these ratings determined in the manner already described.

Column 5: Demography

Although many of the towns listed share characteristics of more than one type of demography, for purposes of data reporting, we have divided and listed towns according to their major characteristics.

Urban (U)	Suburban (S)	Rural (Non-farm) (R)
Bristol	Bloomfield	Andover
East Hartford	Cromwell	Bolton
Hartford	East Windsor	East Granby
Manchester	Ellington	East Hampton
New Britain	Farmington	Granby
	Glastonbury	Hartland
	Newington	Hebron
	Plainville	Marlborough
	Rocky Hill	Somers
	Simsbury	
	South Windsor	
	Suffield	
	West Hartford	
	Wethersfield	
	Windsor	

Column 6: Level of schools at which materials were used. Coding is as follows:

e - elementary	(K - 5)	a - adult
m - middle	(5 - 8)	se - special education
j - junior high	(7 - 9)	t - technical school
s - senior high	(9 - 12)	p - private school
c - college		pa - parochial school

Columns 8, 9, 10:

Accuracy, Production Quality, and Selection of Content were rated on a scale of from 1 (poor) to 4 (excellent). The figure shown is an average of all responses received.

Column 15: Met User's Objective:

Responses were made on a scale of from 1 (poor) to 5 (excellent). The figure is an average of all ratings received, except as previously described.

Column 16: Student Interface:

See comments on page 8.

INDICATORS TO QUALITY

As a guide to interpretation reporting on materials processed through METRO and included in this Report, two (2) statistical columns -- Composite Rating and Number of Evaluations -- must be used in concert to indicate the quality of that product.

Composite Rating

9.0 - 10.0	Outstanding - across the board
7.7 - 8.9	Superior - worthy of serious consideration
6.5 - 7.6	Worthy of consideration; may have application for your purpose
5.0 - 6.4	Not generally superior but may apply to specific needs (or) may meet specific needs but not widely accepted

Number of Evaluations

4 or less	Specific user and use should be examined
5 - 8	Represents a broader consensus; individual user and use must still be examined
9 - 14	Offers greater depth and wider perspective; based on our experiences, tends to universal application
15 and above	Begins to reaffirm data reported in first 14 reports

For example:

A composite rating below 5.0 with 5 or more evaluators is not a wise use of valuable previewing time.
A composite rating above 9.0 with over 15 evaluators describes an item which should be a part of virtually every permanent collection.

CRITERIA FOR DETERMINING THE TOP 10% FILM LIST

Several criteria were involved in the preparation of this list. The first step was examining the totality of films evaluated and noting those which received superior overall ratings. In order to be considered for inclusion in the "first round" of the selection process, a film had to have achieved a minimum composite rating of 8.7 based on a minimum of five (5) evaluations. The figure of 8.7 was arbitrarily chosen as representative of a level of clear superiority as referenced from the average composite score for all titles evaluated.

Next, any film which received a low rating in the "accuracy of information" column was eliminated. While some films may have drawn high ratings by simple audience appeal, their educational value is obviously limited. It was intended to apply this criterion somewhat more flexibly to films which obviously intended to be affective rather than cognitive; however, since the films considered here were obviously of high quality, applying this criterion had a negligible effect on reducing the number of films to receive further consideration.

With cost-efficiency in mind, the ranges of subject applicability and suitable grade levels were considered, with wide subject or age range considered a plus factor. It should be noted that films were not eliminated because of narrow age or subject range; these ranges became most important when other factors appeared equal.

The final concrete factor considered was the number of times a film was evaluated. This "top 10" should be composed of films that are not only of superior quality, but which have a place in their respective curricula. Again, films were not eliminated on this basis alone.

After considering the above points, many films were still grouped so tightly that selection was not possible. At this point, individual comments, both student and teacher, verbal comments reported during the year, and the reactions and opinions of the CREC/METRO staff served to define the final listing. Even after examining all available information, according to these guidelines, there were many films still tightly grouped; it is for this reason that it is important to examine the top 25% lists for individual companies.

Because all films were selectively placed for evaluation to begin with, it should be noted (as previously mentioned) that films not on these two lists should <u>not</u> be indiscriminately eliminated from consideration. Circumstances, needs, tastes, etc., vary widely, and the majority opinion may not always be the most valuable for any given user. The specific data on all films for a given subject area should be examined before any conclusions are reached.

Continuing a pattern apparent for the past several years, it again appears that approximately 30% of the films evaluated this year can be considered outstanding for classroom use.

Qualities Leading To Placement In The "Top 10%"

As has been mentioned in previous Reports, producers are coming closer together in producing films of high quality; the range between "poor" and

"excellent" is really quite narrow. Combining this with increasing acuity on the part of the evaluators leads to a situation where the difference between "on" and "off" the "Top 10%" list is a very finely drawn line.

We believe that we can identify two basic areas of consideration which, taken in their positive and negative combinations, describe four basic groups of films which can then be ranked in order of their likelihood of reaching any list of superlatives. The two qualities are simple ones: creativity and curriculum coordination. Drawing four groups from these gives the following combinations of qualities:

A. Creative/Curricular
B. Creative/Non-Curricular ("Enrichment")
C. Non-Creative/Curricular
D. Non-Creative/Non-Curricular

Group "A" is comprised of films which are likely to appear on any "best" list. They assist teaching directly, and do it in a manner which attracts and holds students' attention. There is much crossover in "best" success between groups "B" and "C", because they are all well-made products. There is also some confusion and dismay when "B" and "C" films vie for ratings. In our experience, the creative film will generally draw higher ratings than the curricular film, but the curricular film will receive more utilization over a period of years. Group "D" films need no comment.

To conclude, we find that there are many good curriculum-oriented films which do not achieve recognition because they lack the certain spark of creativity which will lead users to them and which greatly increases their chances of success in the classroom. Examination of the data sheets in this Report will identify many such films. Producers must remain aware of the pervasive influence of television and its use of "hooks" to hold the viewer interest and must, at least to some degree, enhance their "teaching" films with touches that will reach students.

Top 10%

Abraham Lincoln And The Emancipation Proclamation	American Educational Films
Bears And Man	Wombat Productions
CPR - A Life At Stake	AIMS Instructional Media Services
(A) Desert's Living Sands	National Geographic Society
Dinosaur	Pyramid Films
France: An Alpine Menu	Screenscope, Inc.
Houdini Never Died...	Wombat Productions
Journey To The Stars	Films, Inc.
(The) Lady And The Owl	Wombat Productions
Life And Death Of A Tree	National Geographic Society
Malice In Bigotland	Esmeralda Films
Mowgli's Brothers	Xerox
On The Run	Pyramid Films
Our Dynamic Earth	National Geographic Society
Our Wonderful Senses	Alfred Higgins Productions
Poison Animals Of The United States	BFA Educational Media
Powers Of Ten - 1978	Pyramid Films
Sea Creatures	Phoenix Films, Inc.
Teach Me To Dance	Films, Inc.
Teeny-Tiny And The Witch-Woman	Weston Woods
(The) Two Worlds Of Hong Kong	National Geographic Society
(The) Ugly Duckling	Weston Woods
(The) Veldt	BFA Educational Media
(The) Wizard Of Speed And Time	Pyramid Films
Yankee Doodle Cricket	Xerox

Building Level Materials

The following producers and distributors placed building level materials for evaluation during 1980-1981. It should be noted that the items were placed for free and unrestricted evaluation, and that there was no obligation or commitment, written or verbal, by METRO to purchase any of these materials.

AIMS Instructional Media Services
Benchmark Films, Inc.
BFA Educational Media
Center For Humanities
Coronet
*Crystal Productions
Current Affairs
Educational Enrichment Materials
EMC Corporation
Esmeralda Films
Films, Inc.
Guidance Associates
*Harcourt Brace Jovanovich
National Geographic Society
*Parents' Magazine Films
Pathescope Educational Media
Random House, Inc.
Scholastic Magazine
Sunburst Communications
*Walt Disney Educational Media
Weston Woods
Xerox

This section of the Report does not provide data sheets for each company and each product deposited for evaluation. This is due in large part to the low demand (and consequently) low circulation of these forms of instructional materials from a larger and "once-removed" regional media collection. Users tend to search for (and expect to find) building level materials (study prints, sound filmstrips, cassettes, etc.) at the more accessible local level (an individual school media center, an individual department resource collection or the individual classroom).

Some items do however find their way much more frequently than others to clients and, for several reasons; it may be

- a one-of-a-kind production;
- a worthy and (more) appropriate substitute for the desired 16mm film;
- that the Center's staff encouraged and recommended previewing for use;
- that the Center's staff sent a substitution when another requested item was not available.

When this happens, the data retrieved generally supports our position that resources with lower production costs and lower price tags can (and often) do meet identified user needs with sometimes greater satisfaction.

With utilization spotty and erratic a number of materials were not signed out for use at all. Other causes for this which are not attributable to the software itself are a shortage in area schools of automatic equipment for showing filmstrip/cassette programs and the lack of in-service or similar training in the use of the medium. Too often it is assumed that "anyone can do it" (use a filmstrip); this is simply not the case. Just as with 16mm films, there are "right" and "wrong" ways to use the software.

The summary sheet includes commentary on quality of productions, the most

* denotes first-year participant

frequent user comments, packaging quality (durability, attractiveness, presence or absence of leaders' guides), the number of years the firm has deposited materials for evaluation, any items worthy of special note, and a listing of titles evaluated. "Worthy of note" is intended to call attention to some higher-rated items; it is not intended to be a "Top 25%" list since data are not sufficient for that.

There are several factors which affect the overall "success" of materials by affecting the feelings and attitudes of both purchasers and users. The most obvious of these is packaging: it must be attractive, sturdy enough to last through much handling, easy to carry and store, and afford some means of securing the contents while permitting easy removal.

The quantity of material included in a kit is important in several ways: A frequent comment received (via the evaluation form and verbal comments) is that there is "too much material for one kit". When a kit contains a number of sound filmstrips, it is almost impossible for a teacher to use them all in class in a one-week period; many kits would require well over a month for proper presentation. This is an inherent problem in placing a multi-part kit in a regional media center. When the same materials are located in a school system's media center, or within a single school, they are often broken up into smaller units and repackaged for local circulation. Producers who keep this in mind and offer a choice of single or multi-unit packaging will find greater success in placing materials in system-wide centers.

The drawback to such split packaging is that it must inevitably cost the user more to buy four "mini-kits" than one large kit, since costs for acquiring, circulating, and storing four packages in place of one are involved. This means that a higher percentage of the purchasing dollar goes into packaging, etc., and less goes into content acquisition. Utilization potential must be weighed against cost differentials; the results will certainly vary widely depending on the needs and nature of the purchaser.

Leader's guides should be as complete as possible, but should also offer a brief summary for the teacher whose intended use is clear but who needs a brief introduction or review of the contents.

The inclusion of materials for individual student use is often a "plus" factor. Too often, however, these ancillary materials are offered in the form of spirit masters for user duplication. This is fine for the first user, but what happens to subsequent users after the masters have been "run off" and destroyed? The inclusion of overhead transparencies and/or printed originals for duplication in any format would greatly increase the utility of the material.

All of these factors are beneficial to both the user, by increased facility of utilization, and to the producer, by increased interest in and sales of his products. All are easily attended to, yet they are too often overlooked.

The chief characteristic which shapes and defines the utilization of building level materials and, at the same time, differentiates them from

16mm film, is that the pace of presentation is user-controlled, not producer-controlled. This is the factor which makes the "non-film" media so valuable for independent study. Students progress at their own rate, pausing when necessary, reviewing easily, and thus enabling to assimilate content.

Although similar techniques are possible with film, the more complex nature of the hardware and the "event" nature of a classroom film showing tends to lead to the delivery of films in "whole doses", start to finish, for large audiences. With building level media, pace and emphasis are almost totally controlled by the presenting teacher or the student working on his own. Even in the case of sound filmstrips, the presentation may be stopped at any point with relative ease. For extreme pace control, the teacher or student may choose to ignore the recorder portion of a kit and simply read the printed script which accompanies most such materials.

With cost-effectiveness always in mind, special consideration must be given to materials which offer maximum flexibility of use. A six-part kit may be used simultaneously by six students, each progressing at his own rate. This segmentation of material also permits individuals to review the materials independently to pick up information not fully understood during a classroom presentation.

Not all items of building level media lend themselves to individual use, however. Many materials require the guidance or leadership of the teacher to insure that information is not misconstrued, is properly emphasized, and is made clear to each member of the class.

Many building-level materials are accompanied by consumable parts (ditto sheets, student workbooks, etc.). Once used, they must be discarded, thereby becoming unavailable to the next user. Items containing such materials do not lend themselves to regional centers and especially to centers such as METRO whose primary function is to be certain circulation of media to multiple-type situations is at a maximum in order to gather needed evaluative data. Replacement of consumable parts presents difficulties: storage of extra copies; replacement of those parts used upon return of the materials to the center and additional costs of materials (ultimately an additional cost to purchasers of these materials). Again, this is a problem which should receive some attention by depositors, users, distributors and purchasers.

Producers of building level materials, because of lower production costs, can afford to be more specific in content or age level than can a film producer, who must make this film attractive to a wide audience in order to achieve financial success. So, while a film on "Spain" may try to reach grades 3-12, there may be three separate filmstrip kits entitled "Spain for the... (Elementary, Intermediate, Secondary) Level". Users are discovering the value of such specificity, and are also discovering that today's sound filmstrip is eons ahead of its ancestors in quality and appeal.

We are still encountering all too many problems related to teacher's (leader's) guides. In some instances a guide is not available at all; the other extreme being when the guide is provided it is so long and detailed, it would take the user an enormous amount of time to read and prepare the material for presentation. "Lengthy" guides often are easily separated from materials they accompany because of a packaging problem. We must search for a compromise. Short, concise summary

sheets should be provided to every user, giving basic and necessary information. Some method of assuring that this information stays with the material is critical. Materials which are accompanied with brief summaries for users receive greater use, wider application, and more positive evaluative data.

METRO continues to accept and circulate building level materials as producers and distributors wish to place in its care and will, where possible, gather evaluative data on the new materials. This data will be on file for examination upon request. The METRO Multi-Media Evaluation Report will continue to include in its commentary section any information gathered on these products and their use which will be of assistance to readers of the Report.

METRO has begun a program of circulation and evaluation of what we feel to be the combination building level and system level media format, the video cassette. A new publication, METROvision: The Information Channel carries information on developments in this area.

Alphabetical List Of 16mm Films Deposited For Evaluation 1980-1981

A
About Your Body, 2nd ed. - CH
Abraham Lincoln - J
Abraham Lincoln And The Emancipation Proclamation - A
Adding - FA
Administration Of Thomas Jefferson - CO
Alaskan Summer - ST
Al's Garage - NAC
Andrew Jackson - J
(The) Anguish Of Abraham - FI
Another Kind Of Music - PH
(The) Ant and The Grasshopper - FA
Arctic Mirror - PH
Arithmetic: Understanding The Problem - CO

B
(The) Bakers and The Honey Bee - SE
Bears and Man - WP
Beauty and The Beast - FA
Benjamin Franklin: Citizen Of Two Worlds - PH
Blowhard - C
Board and Care - P
Booom - J
Born To Run - WP
Brazil: South America's Giant - FA
Broken Glass, 2nd ed. - AIMS
Building In The Wind - A

C
Canada's Provinces and People, 2nd ed. - CO
Capitalism and Communism: A Comparison - FA
(The) Case Of The Missing Chickcows: Adding Positive and Negative Integers - X
Changes - CR
Chicken Soup - C
Children's Gardens - DA
(The) China Tea Pot Story - SE
(A) City Farmstead - PH
Coal To Kilowatts - AIMS
Comparing - FA
Consequences - CR
Conserving Our Natural Resources Revised - FA
Coral Reef - NG
CPR - A Life At Stake - AIMS
(A) Cry For Help (Protective Services and The Neglected Child) - AIMS
Cycle In The Sea - A

D
De Compras En Espana - ST
Dealing With Criticism - CE
Dealing With The Unexpected - CE
(The) Dentist: A First Film - FA
Descriptive Writing: Figurative and Literal - FA
Desert In The Deep - A
(A) Desert's Living Sands - NG
Dinosaur - P
Discovery In The Deep - A
Division For Beginners, 2nd ed. - CO
Dogs and People - DA
Dorothy and The Flame - PH
Drawing Conclusions Is A Tricky Art - CE

E
E Is For Ecology - CO
(The) Education Of Zubin Mehta In The Eastern And Western Worlds - E
(An) Edwardian Childhood - P
Electrical Energy: Living With A Strong, Silent Partner - KL
Energy: The Facts... The Fears... The Future - FA
Equations: Number Sentences - CO

F
Fall Line - CH
Farming With Nature - CH

See Code Reference List (page 33)

(The) Feminine Mistake - P
(The) Fighter - WP
Fire Safety - Hall Of Flame - AIMS
(The) First Moving Picture Show - PH
Floating Free - P
Food and Growth - CH
For The Love Of Fred - FI
Forests - CH
Fractions - FA
France: An Alpine Menu - SS
Fundamentals Of Track and Field For Girls - AIMS

G George Washington - J
Germ Fighting With Harv and Marv - AHP
Germany: A Nation Of History - SS
(The) Gifts, Revised - NAC
Ginny and Brad Build A Doghouse - J
(The) Gold Rush - SE
Golden Spike - NAC
Grandfather's Mitten - PH
(The) Granite Lady - NAC
(A) Great White Bird - NAC
(The) Great Barrier Reef - FI
Growth Dilemma - CH

H Help! I'm A New Parent - CH
(The) History Of Tea - KL
Hold The Ketchup - CH
Horse Latitudes - WP
Hotline - NAC
Houdini Never Died... - WP
(A) Humanist Model - CR
(The) Hundred Penny Box - CH

I I Don't Want To Sell Babe - X
In The Beginning - NAC
India: A Nation Of Mystery - SS
Inside Look North - SE
Introducing Chemistry: Formulas and Equations - CO
Introducing Chemistry: How Atoms Combine - CO
Iraq - Cradles Of Civilization - FI
Israel: History, Land and People - FA
Israel: Search For Faith (Long) - P
Israel, The Holy Land - A
It Could Have Been Your Child ... Your Brother ... Your Sister - AIMS

J James Madison - J
John Adams - J
Journey To The Stars - FI
Jyoti - WP

K (The) Killing Of An Egg - P
Kites Aloft - DA

L (The) Lady and The Owl - WP
(The) Large and Growly Bear - SS
(The) Learn From Criticism Game - AHP
Lebanon - Modern Mosaic - FI
(The) Left Wall Of Cenotaph Corner - CR
(The) Legend Of Paulie Green - NAC
Library Reference Section - FA
Life and Death Of A Tree - NG
Life Cycle Of The Honeybee - NG
Life Cycle Of The Silk Moth - NG
Lisa - The Legacy Of Sandra Blain - AIMS
(The) Little Black Puppy - SS
Living In The New England States: Birthplace Of A Nation - CO
(The) Look Of America, 1750-1800 - P
Looking At Birds - DA

M Malice In Bigotland, Industry Version - E
Mammals - NG
Many Hear - Some Listen - CE
Marva - C
Maud Lewis: A World Without Shadows - PH
Max - C
Mideast: Islam - The Unifying Force - FA

See Code Reference List (page 33)

(The) Miraculous Arabian Steed - SE
Model Railroading Unlimited - P
Modeling The Universe - P
Molasses and The American Heritage - KL
Moment Of Decision, 2nd ed. - AIMS
Money - X
Morocco - A Berber Portrait - FI
Mowgli's Brothers - X
Multiplication For Beginners, 2nd ed. - CO
My Parrot, Brewster - AHP

N Nixon: Checkers To Watergate - P
North America: Its Rivers - CO
North American Indians Today - NG
Northern Lakes - J
Nowhere To Run - PH
(The) Numbers Start With The River - NAC
Numbers and Order - FA

O Oh Brother, My Brother - P
On The Run - P
(The) Old Shack - DA
Our Dynamic Earth - NG
Our Wonderful Senses - AHP

P Paisajes Espanoles - ST
Pandora's Box - CO
Parent For Tonight - KL
Pastures Of The Sea - A
PCP - You Never Know - CH
(The) Peasant's Pea Patch - X
Peege - PH
(A) Penny Suite - PH
Percent - Why and How - CO
Pilgrims - CO
Pixillation - CO
Plants Of The Sea - FA
Please At Least Leave Me The Sun - C
Poison Animals Of The United States - FA
Pollination Mechanisms - SS

Ponies Of Miklaengi - PH
Portrait Of Christine - WP
Posture Perfect With Harv and Marv - AHP
Posture: Thinking Tall - FA
(A) Potter's Song: The Art and Philosophy Of Paul Soldner - CR
Powers Of Ten - 1978 - P
Pregnancy Prevention: Options - AIMS
Prehistoric Humans - FA
Prime Time - X
(The) Prince Who Learned A Trade - SE
(The) Pyramid Probe - A

R Rana - WP
(A) Real Naked Lady - FI
Red Sunday - P
Reflections: George Meany - NAC
Reflections: Margaret Mead - NAC
(The) Reluctant World Power - SS
Remembering Winsor McCay - PH
(The) Right Whale: An Endangered Species - NG
Ritual - WP
(The) Road To Kathmandu - DA
Rocks and Minerals, Revised - FA
Rocks To Take Home - DA
Roller Skating Safety - AIMS
(The) Rose - PH
Roy Wilkins - The Right To Dignity - NAC
Rubbish To Riches - AIMS
(A) Run For Your Money - AIMS
Runaway: Freedom Or Fright - AIMS
Running On Empty - M

S Salamanders and Lizards - X
Sea Creatures - PH
Seasons: A Year Of Change - AIMS
Self Defense For Women: A Positive Approach - FA
Sergeant Swell - P
Sexual Abuse Of Children: America's Secret Shame - AIMS
(The) Sharing and Not Sharing Game - AHP

See Code Reference List (page 33)

Sleepy Heads, Revised - ST
Smoking: Light Up - Strike Out! - AIMS
(The) Solar Film - P
Splash!: Science and Swimming - CE
Spooky Boos and Room Noodles - CH
Soccer Fundamentals For Everyone - AIMS
Soccer Rules - AIMS
Solar Energy: How It Works - CH
Storm Of Fire: World War II and The Destruction Of Dresden - CH
Studying Chemical Interactions - J
Studying Fluid Behavior - J
Studying Gravitation and Mass - J
Subtracting - FA
Surviving The Cold - SS
Swish!: Science and Curveballs and Gliders - CE

T
Tadpoles and Frogs - NG
Teach Me To Dance - FI
Teeny-Tiny and The Witch-Woman - WW
Thomas Jefferson - J
Thonk!: Science and Hitting A Ball - CE
Thoroughbred - P
Trifles - FA
(The) Trip - WW
True Blue - NAC
TV Ads: Our Mini-Myths - P
(A) TV Guide: Thinking About What We Watch - CH
(The) Two Worlds Of Hong Kong - NG

U
(The) Ugly Duckling - FA
(The) Ugly Duckling - WW
Uhh! Whoosh! and Thud!: Science In Throwing and Catching - CE
(The) U.S. Is: People - FA

V
(The) Veldt - FA
Vitamins - What Do They Do? - AHP
Volleyball Fundamentals - AIMS

W
(A) Watersnake In Coney Valley - C
We're All Beautiful Here - KL
(The) Weird Number - X
What's Cooking? - CH
What's In A Story?, Revised - FA
Where Is The Weather Born? - A
Why Me? - P
(The) Wizard Of Speed and Time - P
(The) Woman In Sports - KL
(The) World Of Insects - NG

Y
Yankee Doodle Cricket - X

Z
Zubin Mehta: Commitment and Fulfillment As A Way Of Life - E
Zubin Mehta: "If You're Going To Lead, Lead" - E
Zubin Mehta and His Masters: Piatigorsky and Rubinstein - E
Zubin Mehta Rocks The Gospel - E

See Code Reference List (page 33)

Alphabetical List Of Building Level Materials Deposited For Evaluation 1980-1981

A

Abraham Lincoln - CO
Adventures In Dinosaur Land - EEM
Aerospace - CO
Alexander Hawkshaw's Language Arts Skills Series - X
Amelia Bedelia - EEM
American Folklore - FA
America's 20th Century Wars: The International Challenge - EEM
(The) Ancient River Civilizations - EEM
Anderson's Fairy Tales - CO
Arabs Vs. Israelis: The Quest For Peace - EEM
Around The World In Eighty Days - EEM

B

Becoming An Adult - WD
(The) Brendan Voyage (videotape) - FI
Britain: An Enduring Heritage - GA

C

Canada - NG
Cancer: What It Is, How To Beat It - SBC
Careers In Energy: Jobs In An Expanding Industry - EEM
Careers In Sports - PEM
Cell Biology: A Slide Resource (slides/cassettes) - CFH
Charlie Brown's Career Education Programs: - RH
- School Work Is Important
- You May Like Many Jobs
- You're Worth A Lot
- We All Have Special Skills
- We Must Be Fair
- What Are You Going To Do With The Rest Of Your Life?
- Work Is Important

Cities Of Nature: The Organization Of The Ecosystem - CA
City Under Fire: London - EEM
Competency Skills In Arithmetic: - CFH
- Modules One Through Eight (slides/cassettes)

Concepts In Science Sound Filmstrips, Series Two: - HBJ
- Grade 1 - New Plants From Seeds/Where Rain Comes From
- Grade 2 - City Plants/Colors In White Light

Concepts In Science, Curie Edition (study prints) - HBJ
Concord: A Nation's Conscience (slides/cassettes) - CFH
Constitutional Crisis and Confrontations - EEM
Courage - SM
Crime: What About The Victim - CA
Cults: The Appeal, The Danger - CA

D

David and Dog - WW
(The) Declaration Of Independence - NG
Discovering Our Land: The Geography Of North America - WD
Disney's Greatest Musical Moments - WD
Disney's World Of Study Skills - WD

E

(The) Earth - SM
Energy - SM
Energy and Everyday Life - NG
Energy Sources - FA
Exploring Mathematics - X

F

Famous Indian Chiefs - CO
Fascism: The Rise Of Hitler - EEM
For The Sake Of Your Heart - SBC
Forecasting The Weather - NG
Frankenstein (cassette) - RH
Fresh Water - AIMS
Freshwater: Aquatic Environments - CA

See Code Reference List (page 33)

G

Gail E. Haley: Wood and Linoleum Illustration - WW
(The) Galapagos: Evolution's Laboratory - CO
Genetics: How Life Remakes Life - SBC
George Washington - CO
(The) Golem - WW
(The) Great Revolutions - FA
Greece - EEM
Growth In Mathematics Sound Filmstrips - HBJ
- Grade 4 - Fractions/Beginning Long Division, Congruence/Metric Measure
- Grade 5 - Decimal Places/Mixed Numerals
- Grade 6 - Approximating Numbers/Per Cent and Ratio, Compass Constructions/ Estimating Measures

H

H.G. Wells: Father Of Science Fiction - FI
Hamlet - FI
Health: Decisions For Growth Sound Filmstrips - HBJ
- Grade 7 - Heredity: What Is DNA/You and Your Family, Mind-Body Exercise/Health Consumerism
- Grade 8 - The Brain: How It Works For You/ You and Your Friends, Knowing About Drugs/Health Institutions: Present and Future

Health: Decisions For Growth Grade K (study prints) - HBJ
Himalayan Adventure (slides) - CR
Hiroshima - CA
Hispanoamerica 1 - Al sur del Ecuador - EMC
Horton Hears A Who/Horton Hatches The Egg - RH
How Do I Know What I Know - FA
How To Lose Weight - SBC
How To Survive In School: Note-Taking and Outlining Skills (slides/cassettes) - CFH

I

If I Ran The Circus/If I Ran The Zoo - RH
(The) Immortality Principle - E
Inside The Cell: Microstructures, Mechanisms and Molecules (slides/cassettes) - CFH
Introduction To Algebra - PEM
Iran: Revolution, Religion, and Reform - CA

J

John Brown, Rose, and The Midnight Cat - WW
Johnny Tremain (cassette) - RH

L

Language For Daily Use Poetry (cassettes) (Grades 4,5 and 6) - HBJ
Language For Daily Use Sound Filmstrips - HBJ
- Grade 1 - Using Sentences/What Rhymes
- Grade 2 - Tell It In Order/Sound Words
- Grade 3 - Keep To The Topic/Using Lively Words

(The) Last Of The Mohicans - CA
(The) Last Of The Mohicans - EEM
Life In Colonial America - NG
Life Skills: Filling Out Forms and Following Directions (slides/ cassettes) - CFH

M

Macbeth - FI
Man, Is It Worth It? - M
Marijuana Bulletin: A Reserach Update - SBC
Math All Around Us - WD
Mixing In - SM
Mythology - SM

N

Notable Women Of The United States - NG
Nepal (slides) - CR
Nutrition and Exercise - SBC
Nutrition and You - WD

O

(The) Ocean: The Marine Environment - CA
O.K. To Be Old: Approaches To Aging - SBC
On Parade: The Music Of John Philip Sousa (cassette) - NG
Owning and Operating Your Own Business - PEM

P

Parents and Teenagers, Portraits and Self Portraits: "Forget Me, Forget Me Not..."-PM

See Code Reference List (page 33)

Portraits Of Teenagers
Portraits Of Parents
The Struggle For Independence
Looking Toward Adulthood
Passport To France - EMC
Passport To Germany - EMC
Passport To Mexico - EMC
Passport To Spain - EMC
Photosynthesis: Energy From Light (slides/cassettes) - CFH
(The) Physiology Of Exercise - SBC
Plant Classification: Diversity In Common Habitat - CA
(A) Portrait Of Canada - EEM
(The) Presidency: Decisions Of Destiny - FA
Presidents Of The United States Series: - NG
Washington/Adams/Jefferson
Madison/Monroe
John Quincy Adams/Jackson
Lincoln/Johnson/Grant
Theodore Roosevelt/Wilson
Hoover/Franklin Roosevelt

Q Queros, The Shape Of Survival (videotape) - FI

R Reading, Writing and Reefer - FI
Relating: The Art Of Human Interaction - SBC
Richard Scarry's Find Your ABC's - RH
(The) Rise Of The West - SM
Rivers: Roots Of The Ocean - WD
Rome - EEM

S (The) Scarlet Letter - FI
Self-Expression and Conduct: The Humanities Sound Filmstrips - HBJ
Grade K - All Ways Moving/Giants Can Move Too, Funny Faces, Sunny Spaces/And Then What Happened, The Magic Crayon/Sing-A-Song Sarah
Grade 2 - The Ways I Feel/Music Magic
Over and Over/The Great Scramfoozler
Of Zoo, Inside-Outside-All Around/ Ways To Play
Grade 5 - In An Art Museum/Sun Dancers Heroic Legends/Dramatic Experience Expressions Of Faith/Adventures In Creating
Grade 6 - An Artist's Vision/A Dance Of Life, Music Through The Ages/ Conflict In Drama, The Poetry Of Language/Knowing Your Craft
Self-Expression and Conduct: The Humanities (records) - HBJ
Grades K,1,2,3,4,5, & 6
Self-Expression and Conduct: The Humanities Beginning Level (study prints) - HBJ
So Many Words To Choose From - FA
(The) Social Sciences: Concepts and Values Beginning Level (study prints) - HBJ
(The) Social Sciences: Concepts and Values Sound Filmstrips - HBJ
Grade 2 - My Family and Yours/Let's Go There/Buying From Your Neighbors/ Your Playground/Who Helps You Learn?
Grade 4 - Learning/Changing The Land/ Barter Or Buy? /There Ought To Be A Law/Getting Together
(The) Social Sciences: Concepts and Values 40 Study Prints - HBJ
(The) Social Sciences: Concepts and Values Red (study prints) - HBJ
Solar Energy - CR
Solar Energy: Putting Sunshine In Your Life (slides/cassettes) - CFH
Sounder - CA
Special World Of Kids - EEM
St. Joan (videotape) - FI

See Code Reference List (page 33)

Story Series VII - FA
Stories About Words - CO

T Tales From Japan - CO
Thomas Jefferson: Architect Of Liberty - GA
Tune In: Red Network (cassette) - SBC

V (The) Velveteen Rabbit - RH

W Washington and The Revolution - FI
(The) Wasted Years: The Depression - EEM
(The) Westward Movement - NG
Whales - NG
Winnie The Pooh: Nutrition and You - WD
Write It Skillfully - EEM

Y You and Your Health - WD
Your Body: An Introduction - GA
Your Body: Body Defenses - GA
Your Body: Brain and Nervous System - GA
Your Body: Digestive System - GA
Your Body: Ears - GA
Your Body: Eyes - GA
Your Body: Heart and Circulatory System - GA
Your Body: Lungs and Respiratory System - GA
Your Body: Muscles and Bones - GA
Your Body: Nose, Mouth, and Throat - GA
Your Body: Skin and Hair - GA
Your Body: Teeth - GA
Your Newspaper - CO

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If item has no other identification, it is a sound filmstrip program.

See Code Reference List (page 33)

Additional Items Deposited For Evaluation 1980-1981
(Late arrivals - less than 1 full year - not included in Report.
Raw data are on file at METRO for reference.)

A
Adolescence: A Case Study - MH
Angles and Their Measurement - CO

B
Baking Unleavened Bread - IFF
(The) Big Red Barn - PCI
Boy's Game (Pushtu) - IFF
Building A Bridge (Tajik) - IFF
Buskashi (Afghan Tribes) - IFF

C
California Actor - LRS
(The) Child Series: - MH
Part I, The First Two Months
Part II, 2-14 Months
Part III, 12-24 Months
Part IV, 3-4 Year-Olds
Part V, 4-6 Year-Olds
Colors All Around Us - PCI
Cornelius Vanderbilt II's The Breakers - PCI
Craftsmen - IFF

D
(The) Dime - LRS
Division Of Labor - PCI
Do Your Own Thing - MH
Dope Is For Dopes - MH

E
E Is For Energy - CO
Ecology Of The Arctic - PCI
Ecology Of The Prairie - PCI
Edgar Allen Poe - PCI
El-Hajj Malik El-Shabazz (Malcom X) - MH

F
Fish - PCI
Food Gathering (Snake, Fish, and Worms) - IFF
Franklin D. Roosevelt: The New Deal - PCI
Franklin D. Roosevelt: The War Years - PCI
Franklin D. Roosevelt: War Comes To America - PCI
Fractions: Finding The Common Denominator - CO

G
Geometry: Inductive and Deductive Reasoning - CO

H
Harry S. Truman: Suddenly, Mr. President - PCI
Harry S. Truman: The Challenges Of Office - PCI
Heart: The Counterattack - MH

I
(The) Incredible Schooner - PCI
Ink, Paint, and Scratch - LRS
(The) Iron Mountain: A Siberian Creation Myth - IFF
Islands In The Stream - PCI
It's "Cool" To Be Smart - PCI

J
Japan - IFF
John F. Kennedy: Challenges and Tragedy - PCI
John F. Kennedy: The New Generation - PCI
Jungle Farming - IFF

L
Learning About Light - PCI
Learning About Sound - PCI
Learning To Cope - SS
Let's Eat Food - MH

M
(The) Man That Gravity Forgot - CO
Mark Twain's Hartford Home - PCI
Marvels Of The Mind - NG
Men's Dance (Pushtu) - IFF
Muscle - MH

See Code Reference List (page 33)

N North Carolina: Mineral State, U.S.A. - KL

O Otters, Clowns Of The Sea - PCI

P Place Value: Ones, Tens, Hundreds, 2nd ed. - CO
Playing Basketball - PCI
Poison Prevention For Primary - PCI
Politics and Youth - PCI
Politics At The Grass Roots - PCI
Ponies - PCI

R River (Planet Earth) - MH
Robert Frost - PCI
Romeo and Juliet - PCI

S Shearing Yaks (Tajik) - IFF
Simply Making Jewelry - IFF

T To Be A Clown - PCI
Therapy: What Do You Want Me To Say? - MH
Transition Generation: A Third World Problem - IFF

U (The) Unicycle Race - LRS

V Village Life - IFF

W Water - IFF
Wild Animals Adapt - PCI
Windflower - LRS

All 16mm films unless otherwise noted.

See Code Reference List (page 33)

Code Reference List

A	American Educational Films
AHP	Alfred Higgins Productions
AIMS	AIMS Instructional Media Services
B	Benchmark Films, Inc.
C	Carousel Films, Inc.
CA	Current Affairs
CE	Centron Films, Inc.
CFH	Center For Humanities
CH	Churchill Films
CO	Coronet (Perspective Film Collection)
CR	Crystal Productions
DA	Document Associates
E	Esmeralda Films
EEM	Educational Enrichment Materials
EMC	EMC Corporation
FA	BFA Educational Media
FI	Films, Inc.
GA	Guidance Associates
HBJ	Harcourt Brace Jovanovich
IFF	International Film Foundation
J	Journal Films
KL	Walter J. Klein Company
LRS	Little Red Filmhouse
M	Miscellaneous Connecticut Dept. Of Energy Connecticut State Dept. Of Education
MH	CRM/McGraw-Hill Films
NAC	National Audiovisual Center
NG	National Geographic Society
P	Pyramid Films
PCI	PCI, formerly Paramount Communications, Inc.
PEM	Pathescope Educational Media
PH	Phoenix Films, Inc.
PM	Parents' Magazine Films
RH	Random House, Inc.
SBC	Sunburst Communications
SE	Sterling Educational Films, Inc.
SM	Scholastic Magazine
SS	Screenscope, Inc.
ST	Stanton Films
WD	Walt Disney Educational Media
WP	Wombat Productions
WW	Weston Woods
X	Xerox

SUMMARY SHEET

Company Name: AIMS Instructional Media Services (AIMS)

Media Format(s) Offered: 16mm film, building level materials

Number Of Years Depositing Media For Evaluation: 5

Number Of Films Placed For Evaluation During 1980-1981: 20

Composite Rating Of All Films Evaluated: 8.1
(see qualification on data sheet)

Bookings:

Maximum: 20
Average: 8.7

Screenings:

Maximum: 26
Average: 8.4

Average Number Of Evaluations Received: 4.2

Comments:

- major subject areas identified: ecology, health, safety, physical education, science, driver education, guidance, child development
- most frequently recommended grade level(s): generally junior high to senior high school levels, some for older audiences (i.e., Sexual Abuse Of Children)
- composite score: 8.1 based on 11 of 20 titles (55%)
- mixed reaction on accuracy and production quality
- films provide basic curriculum need but lack exciting production techniques
- user's objectives generally met resulting in student interface above 3.0
- some specific titles not well used due to specificity of subject area, sensitivity of subject area
- wide variety of topics offered is reflected in widely varied responses

(contd.)

Upper 25%:

CPR - A Life At Stake
Roller Skating Safety
Seasons: A Year Of Change
Sexual Abuse Of Children: America's Secret Shame
Lisa: The Legacy Of Sandra Blain

Titles Evaluated:

Broken Glass, 2nd ed.
Coal To Kilowatts
CPR - A Life At Stake
(A) Cry For Help (Protective Services and The Neglected Child)
Fire Safety - Hall Of Flame
Fundamentals Of Track and Field For Girls
It Could Have Been Your Child... Your Brother...Your Sister
Lisa: The Legacy Of Sandra Blain
Moment Of Decision, 2nd ed.
Pregnancy Prevention: Options
Roller Skating Safety
Rubbish To Riches
(A) Run For Your Money
Runaway: Freedom Or Fright
Seasons: A Year Of Change
Sexual Abuse Of Children: America's Secret Shame
Smoking: Light Up - Strike Out!
Soccer Fundamentals For Everyone
Soccer Rules
Volleyball Fundamentals

Comments (continued):

- interesting sideline: the "Brewster" film demonstrates a concern and attempt by the producer to reach out for something with added appeal - in this case, a parrot, was chosen rather than (the usual) dog or cat!

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NAME OF COMPANY: AIMS Instructional Media Services, Inc. METRO CODE: AIMS

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Rubbish To Riches	*9.3	6/3	3	S	m,se	5-9 (10-a)	4.0	4.0	4.0	1	1	2	0	3	0	5.0	3.7	Social Studies Science Careers Energy Conservation
AIMS f 109	User comments: Very interesting film...students really enjoyed watching it...information is interesting and concrete so the students can understand it (special education, grades 6-8)...did an excellent job on conservation...very well organized and narrated...dealt with a level upper elementary and junior high students can easily understand...discussion questions included with the film are also very useful. **																	
Runaway: Freedom Or Fright	*5.5	7/2	2	R	m,s	6-10	3.0	3.5	3.0	2	0	1	1	2	0	3.5	3.0	Guidance Sociology English
AIMS f 110	User comments: Didactic.																	
Smoking: Light Up - Strike Out!	7.1	14/14	9	S,R	e,m,j	(4) 5-10	3.6	3.4	3.8	6	3	7	2	8	1	4.0	3.2	Health Advertising Science
AIMS f 111	User comments: Useful when bringing in cigarette advertising and types of appeal... while not an exciting film it nevertheless brought out some good facts on cigarette smoking. **																	
Coal To Kilowatts	*2.0	4/3	2	S	e,j	3-7	2.5	4.0	1.0	0	2	0	2	0	2	1.0	—	Energy Science Social Studies
AIMS f 112	User comments: Very superficial...coal company production...gave good introduction to strip mining for coal...gave good background.																	
Roller Skating Safety	8.5	10/18	8	S,R	e,m, j,se	K-a	3.7	3.8	3.7	3	2	5	0	6	0	4.3	3.7	Safety Social Studies Health Physical Education
AIMS f 113	User comments: Excellent safety tips...entertaining and informative...interesting way to explain skating safety...children enjoyed the film. **																	
(A) Run For Your Money	—	2/0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
AIMS f 114	User comments: NA																	
Soccer Fundamentals For Everyone	*5.8	7/2	2	S,R	e,j,s	7-10	2.8	2.8	3.0	1	0	1	0	1	0	3.5	3.0	Physical Education
AIMS f 115	User comments: Parts of film were outdated, rest of film was good...like to have seen more of the game being played...good coverage of all the elementary skills necessary for playing soccer...good use of slow motion to show the skill.																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: AIMS Instructional Media Services, Inc. METRO CODE: AIMS

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Moment Of Decision, 2nd ed.	8.2	11/11	6	S,R	m,s	6-10 (11-a)	3.8	3.8	3.8	5	1	5	1	5	0	4.3	3.2	Language Arts Health Civics Guidance Sociology Human Relations
User comments: NA																		
AIMS f 116																		
Lisa: The Legacy Of Sandra Blain	8.3	14/18	6	U,S,R	m,j,s, t,pa	(6-7) 8-a	3.7	3.7	3.5	5	1	5	1	5	1	4.7	3.8	Guidance Ala-Teen Life Education
User comments: Excellent.																		
AIMS f 117																		
Seasons: A Year Of Change	8.3	8/10	7	S,R	e,m	(K-2) 3-8 (9-a)	4.0	4.0	3.8	4	1	6	0	6	0	4.5	3.8	Social Studies Ecology Science Creative Writing
User comments: Excellent presentation of material...interesting and informative... students (grade 4) requested to see film again...fine photography.																		
AIMS f 118																		
Broken Glass, 2nd ed.	*8.5	12/4	2	S,R	m,j	8-11	4.0	4.0	4.0	2	0	2	0	2	0	4.0	4.0	First Aid Driver's Education Science
User comments: NA																		
AIMS f 119																		
Volleyball Fundamentals	*8.0	7/8	3	S	e,m	4-c	3.7	3.7	3.0	1	1	1	1	1	1	4.0	3.5	Physical Education/ Recreation
User comments: Excellent repetition without becoming boring so children really grasp the skill...good use of slow motion...technical language and skills for upper elementary better suited for older age groups but accomplished my purpose.																		
AIMS f 120																		
Fundamentals Of Track and Field For Girls	*10.0	5/2	2	S	s	6-a	4.0	4.0	4.0	0	1	0	1	1	0	5.0	—	Track and Field
User comments: Film technique is very good for field events.																		
AIMS f 121																		
Fire Safety - Hall Of Flame	6.4	8/6	5	S,R	e,m	K-6	3.4	3.6	3.4	3	1	4	1	3	2	3.5	3.7	Science Health Current Events Social Studies
User comments: Does not inhibit kids enough from using matches...material very well presented.																		
AIMS f 122																		

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: AIMS Instructional Media Services, Inc. METRO CODE: AIMS

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(A) Cry For Help (Protective Services and The Neglected Child) AIMS f 123	*10.0	8/16	3	U,R	m,j, s,t	10-a	4.0	4.0	4.0	3	0	3	0	3	0	3.7	3.3	Guidance Home Economics
	User comments: Upset students to the point of excellent discussions.																**	
Pregnancy Prevention: Options AIMS f 124	7.4	13/16	6	U,S,R	j,s, pa	(7-8) 9-a	3.7	3.3	3.0	4	1	3	2	5	0	3.2	3.2	Biology Marriage and Family Life Education Physical Education Health Sex Education Guidance
	User comments: Very good film...lacks information on how each method works, how effective, and the risks or drawbacks of each method...fantastic presentation... students were responsive to the material but needed further and simplified explanations (grade 8)...would not recommend if discussing church's point of view...																	
	User comments: production is too "professional". (Ed. note: one user questioned board of education approval)																**	
Soccer Rules AIMS f 125	*6.0	5/1	1	S	j,s, se	1-10	3.0	3.0	3.0	0	0	0	0	1	0	3.0	—	Physical Education
	User comments: NA																	
CPR - A Life At Stake AIMS f 126	9.1	20/26	11	S,R	m,j,s	(6-8) 9-a	3.9	3.9	3.7	9	0	8	1	7	0	4.8	3.7	Health First Aid Science Adult Education
	User comments: For students with CPR certification this serves as a review...super (but a little graphic in spots)...great movie...extremely informative.																**	
Sexual Abuse Of Children: America's Secret Shame AIMS f 127	8.2	8/10	6	U,S,R	j,s,a, t,se	(9) 10-a	3.8	4.0	3.8	6	0	6	0	6	0	4.5	3.6	Psychology Sociology Current Issues Adult Living Child Development Social Studies Language Arts Law
	User comments: Well done-a difficult subject to deal with...accomplished tastefully...students were moved...excellent film for use with parent group...Peter Graves gave excellent commentary...held attention of entire class...well done without being sensational.																**	
It Could Have Been Your Child...Your Brother... Your Sister AIMS f 128	*—	4/0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	User comments: NA																	

Explanation of code:

rating: |----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Pregnancy Prevention: Options (AIMS f 124)

Distributor: AIMS Instructional Media Services, Inc.

Grade level: 10-12

Subject taught: Biology

Order of use: preview, prediscuss, screen, postdiscuss

Purpose of showing film:

To show contraceptive options.

Teacher comments:

This is a fantastic presentation of teen sexuality. (Ed. note: met user's objective with accuracy of information, production quality and selection of content, scoring 4 on a scale of 1-4)

Student comments: (*all sic*)

- I thought the movie was realistic. It showed different people and their different feelings about sex and birth control. It's good to show it to students so that they are aware of the birth control methods. It's better to be safe than sorry.
- I think the more information kids get, the better.
- Might have been even more effective if they had used statistics.
- It used very simple reasoning which was good.
- A good way to let teen-agers know that getting pregnant is a high risk.
- If your going to have sex take precausions like the film said.
- It talked right up front about the problem of pregnancy as a teenager.
- It showed that pregnancy isn't the end of the world.
- The movie didn't warn the viewer away from sex, but know that they'd do it anyway and told the viewer how to prevent pregnancy.

(continued on reverse side)

Student comments: (*all sic*)

- It made it seem more comfortable to get or ask about contraceptives.
- To prepare you to realize that you could get pregnant and how to reduce the chances of pregnancy.
- I thought the film was good but contraceptives are really kind of over puplisized because you usually learn of them when your about 12.
- It help clear up a lot of questions I had.

SUMMARY SHEET

BUILDING LEVEL MATERIALS

Company Name: AIMS Instructional Media Services (AIMS)

Number Of Years Depositing Media For Evaluation: 5

Number Of Items Placed For Evaluation During 1980-1981: 1 kit

Packaging Qualities:

Durability Of Container: Average

Design Of Package: Attractive, consistent design

Leader's Guide:

Comments:
*

Worthy Of Note:

Titles Evaluated:

Fresh Water

* Less than 4 individual programs deposited results in insufficient data retrieval. Therefore no conclusions are drawn on production quality; no editorial comment provided.

SUMMARY SHEET

Company Name: Alfred Higgins Productions (AHP)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 6

Number Of Films Placed For Evaluation During 1980-1981: 7

Composite Rating Of All Films Evaluated: 8.84
(see qualification on data sheet)

Bookings:

Maximum: 16
Average: 10

Screenings:

Maximum: 28
Average: 11

Average Number Of Evaluations Received: 7

Comments:

- major subject areas identified: health, guidance
- most frequently recommended grade level(s): primary
- composite score: 8.84 based on 5 of 7 titles (71%)
- accuracy and production quality rated generally high
- user's objective generally met resulting in student interface above 3.5
- general audience appeal; Harv and Marv are favorite characters to young audiences
- "nutrition" popular in 80-81, thus vitamin film was popular and well-received. Demonstrates ability of company to respond positively to variety of identified user needs.
- topics of health, posture, responsibility, and socialization all well-chosen. More productions designed for older audiences are an identified need

(contd.)

Upper 25%:

Our Wonderful Senses
Vitamins - What Do They Do

Titles Evaluated:

Germ Fighting With Harv and Marv
(The) Learn From Criticism Game
My Parrot, Brewster
Our Wonderful Senses
Posture Perfect With Harv and Marv
(The) Sharing and Not Sharing Game
Vitamins - What Do They Do

NAME OF COMPANY: Alfred Higgins Productions METRO CODE: AHP

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Germ Fighting With Harv and Marv	9.2	8/5	5	S,R	e	K-3	3.8	4.0	3.8	3	1	4	0	4	0	4.5	3.8	Science Health Social Studies
	User comments: Good film for helping children to be aware of germs, and habits they can develop to prevent germs from entering their bodies.																	
AHP f 29																	**	
Posture Perfect With Harv and Marv	*9.2	6/5	3	S,R	e	K-4	4.0	4.0	4.0	3	0	3	0	3	0	5.0	4.0	Health Science Physical Education
	User comments: Would seem difficult to produce a film about posture that was not only interesting, but understandable...this film does both.																	
AHP f 30																		
(The) Learn From Criticism Game	*7.0	6/2	2	S	e,s	K-3	4.0	3.0	3.5	2	0	1	1	1	0	3.5	4.0	Guidance Values Language Arts/ Writing In-service
	User comments: Format used (film) inappropriate, sound filmstrip with teacher using students to play characters could have been done as well, or, classroom simulation: publish film's content as a "how to" model for teacher directed activity.																	
AHP f 31																	**	
(The) Sharing and Not Sharing Game	9.4	9/8	7	S,R	e,se	K-4	4.0	4.0	4.0	7	0	5	0	5	0	4.9	3.8	Language Arts Guidance Family Life Social Studies
	User comments: Well-presented, applicable to Kindergarten children who watched intently...great for discussion and values...shows when it is good to share and when it is good not to...captured children's (grade 1 & 2) imagination.																	
AHP f 32																		
Vitamins - What Do They Do	8.2	16/28	12	U,S,R	e,m,j s,se	(4-8) 7-12 (a)	3.8	3.8	3.7	6	3	10	0	8	2	4.8	3.4	Biology Health Home Economics Science Nutrition
	User comments: Well-presented, easily understood (junior & senior high); useful to show true facts about vitamins amid all the TV advertising; students (grade 4) loved B-2 marching foods and Disco Vitamin D dancing skeletons.																	
AHP f 33																	**	
My Parrot, Brewster	7.9	13/15	12	S,R	e,m, a,se	K-5 (6-7)	3.6	3.5	3.6	9	2	10	1	10	1	4.2	3.5	Values Science Responsibility Language Arts Pet Care Creative Writing Animal Study Social Development
	User comments: Allows for discussion of pets and how to care for them; light, yet informative; lesson in story form; interest held and enjoyed by special education students; repetitive.																	
AHP f 34																		
Our Wonderful Senses	9.5	12/14	8	S,R	e,j	K-2 (3-4)	3.9	3.7	3.9	7	0	7	0	7	0	4.7	3.6	Social Studies Science Health Affective Education
	User comments: Illustrates use of senses and way one compensates for sense loss; well-paced, good correlation with social studies unit; not appropriate for junior high level; motivates participation of primary audiences; pleasant/"peppy" background music adds to film's appeal.																	
AHP f 35																		

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Germ Fighting With Harv and Marv (AHP f 29)

Distributor: Alfred Higgins Productions

Grade level: 3

Subject taught: Health

Order of use: screen, postdiscuss

Purpose of showing film:

...To stress healthy habits to avoid sickness especially prevalent at this time (January).

Teacher comments:

...Expands knowledge of healthy habits...introduces the term "germ"; quality of film rated 4.0 (on a scale of 1 (poor) to 4 (excellent)); film has style, imagination, is stimulating and carries emotional impact.

Student comments: (*all sic*)

- This film showed me that you should stay away from sick people
- It told me about anteeboadyes and about germs. It told me how to take care of yourself.
- Don't put dirty things in your mouth.
- I did not know that your nose stopped germs.
- Never eat off of somone elses plate.
- It was funny
- I think it was funy when his face trned green.
- What this film said to me that wash our hands before you eat.
- To cover your nose when you sneeze.
- You shound never put things in your mouth with out washing them.
- Harv, Marv, & I, learned why it's good to wash your hands before eating.

SUMMARY SHEET

Company Name: American Educational Films (A)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 8

Number Of Films Placed For Evaluation During 1980-1981: 9

Composite Rating Of All Films Evaluated: 6.61
(see qualification on data sheet)

Bookings:

Maximum: 14
Average: 8.55

Screenings:

Maximum: 30
Average: 12.33

Average Number Of Evaluations Received: 5.55

Comments:

- major subject areas identified: science, social studies
- most frequently recommended grade level(s): junior and senior high school
- composite score: 6.61 based on 7 of 9 titles (77%)
- accuracy and production quality rated generally high
- user's objectives generally met in most films with student interface slightly above average
- leader's guides,if available would have helped to connect content with need and thus produce more favorable comments from users
- "pyramids" are high interest area; "Israel" film rejected on basis of religious overtones and not content or production

Upper 25%:

Abraham Lincoln and The Emancipation Proclamation

Titles Evaluated:

Abraham Lincoln and The Emancipation Proclamation
Building In The Wind
Cycle In The Sea
Desert In The Deep
Discovery In The Deep
Israel, The Holy Land
Pastures Of The Sea
(The) Pyramid Probe
Where Is The Weather Born?

NAME OF COMPANY: American Educational Films METRO CODE: A

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Building In The Wind	*7.0	6/5	2	S,R	e,s	5-a	3.5	3.5	3.0	1	1	2	0	2	0	4.0	3.1	Science
A f 76	User comments: NA																	
(The) Pyramid Probe	6.9	12/10	7	U,S,R	e,j,t	(5-7) 8-12 (a)	3.7	3.3	3.7	5	1	4	1	4	2	3.8	3.0	Archeology Social Studies Egypt Physics
A f 77	User comments: Demonstrates that an unsuccessful experiment is often a success... accents difficult to understand (Ed. note: mixed comments regarding quality of photography combination of accent and vocabulary deem it more appropriate for secondary use. Topic is, however, of interest and usefulness in elementary grades.) **																	
Cycle In The Sea	7.0	7/13	7	S,R	e,m, j,s	(4) 7-12 (a)	3.6	3.4	3.4	2	3	4	1	3	2	3.5	2.8	Science Earth Science
A f 78	User comments: Short but clearly points out cause of upwelling.																	
Desert In The Deep	7.4	6/11	4	S	j,s se	5-a	3.5	3.5	3.3	2	2	2	2	2	2	3.9	3.1	Science Oceanography Biology Earth Science
A f 79	User comments: NA																	
Discovery In The Deep	*8.0	5/9	3	S,R	m,j	6-a	3.6	3.6	3.3	2	1	3	0	3	0	4.3	3.4	Science Earth Science Career Education
A f 80	User comments: NA																	
Pastures Of The Sea	5.1	9/8	6	S,R	e,m,j	(5-6) 7-12 (c,a)	3.8	3.8	3.5	1	3	2	2	1	2	2.4	2.7	Science
A f 81	User comments: Vocabulary way too high (grades 4,5)...excellent visuals. **																	
Where Is The Weather Born?	5.4	12/30	7	S,R	e,m, j,s	(6-7) 8-12 (a)	3.6	3.2	3.0	3	4	5	2	2	5	3.0	2.6	Meteorology Oceanography Career Education Science
A f 82	User comments: Leaves much to be answered regarding jet stream...brings to light new information based on recent research into weather patterns, and how they are affected by the oceans...language too technical for low average 7th graders. **																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: American Educational Films METRO CODE: A

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Israel, The Holy Land	5.8	6/10	5	U,S	j,t,a	(6-8) 9-a	3.5	3.3	2.8	3	1	1	3	1	3	2.0	2.5	Social Studies Philosophy Religion Historical Documentation
A f 83	User comments: Traces historical sites and events in the life of Jesus Christ...a travelogue with great religious overtones...color is awful, sound at beginning is unclear.																	
Abraham Lincoln and The Emancipation Proclamation	8.7	14/15	9	U,S	m,j,s, pa,a	(5-7) 8-a	4.0	4.0	4.0	7	1	7	1	8	0	4.6	3.5	American History Social Studies Minorities Political Science Psychology Language Arts Government
A f 84	User comments: Discusses Lincoln's decision making process on Emancipation Proclamation...lacks visual interest uses old photographs...not sure if they are authentic.																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Pastures Of The Sea (A f 81)

Distributor: American Educational Films

Grade level: 6

Subject taught: Science

Order of use: prediscuss, screen, postdiscuss

Purpose of showing film:

To show the relationship between plants and animals in the environment.

Teacher comments:

Quality of film (accuracy of information and production) rated 4 on a scale of 1 (poor) to 4 (excellent). Film does not carry emotional impact or have aesthetic value and style. Does not stimulate viewers.

Student comments: (*all sic*)

In response to the question: "What did you learn? What did the film tell you?"

- I think this movie told me a lot about how water plants need light
- The fish and other things in the sea don't dissindagrate in the water.
- Told about anmials and how they live and the nutrons they need
- The importance of plankton
  Where the plants live
  How the plants get their nurtrince
- I learned that when an animal dies it falls to the bottom of the sea or ocean.
- How plants get there nutriants and how much they need them.
- I learned how fish got their minerals.
- I learned about food chains in the ocean.
- How photosenthsis occurs under the sea.
- It told me all about the food chain and what somethings eats and what it gets eaten by, mostly how plants in the sea get nutreents.

SUMMARY SHEET

Company Name: BFA Educational Media (FA)

Media Format(s) Offered: 16mm film, building level materials

Number Of Years Depositing Media For Evaluation: 13

Number Of Films Placed For Evaluation During 1980-1981: 27

Composite Rating Of All Films Evaluated: 8.4
(see qualification on data sheet)

Bookings:

Maximum: 24
Average: 12

Screenings:

Maximum: 37
Average: 14

Average Number Of Evaluations Received: 7

Comments:

- major subject areas identified: science, social studies, English (grammar and literature), mathematics, health
- most frequently recommended grade level(s): while the majority fell in the junior and senior high school range, all levels - from primary to adult audiences-were well represented
- composite score: 8.4 based on 22 of 27 titles (81%)
- accuracy and production quality rated high
- user's objectives well met (4.4) with student interface at 3.4
- most productions drew a multitude of teacher comments reflecting stimulated audiences
- creativity and imagination incorporated into basic informational productions supplemented by useful and detailed leader's guides securely attached to the film container

(contd.)

Upper 25%:

(The) Veldt
Prehistoric Humans
(The) Ugly Duckling
Poison Animals Of The United States
Beauty and The Beast
Conserving Our Natural Resources, Revised ed.
Trifles

Titles Evaluated:

Adding
(The) Ant and The Grasshopper
Beauty and The Beast
Brazil - South America's Giant
Capitalism and Communism: A Comparison
Comparing
Conserving Our Natural Resources, Revised ed.
(The) Dentist: A First Film
Descriptive Writing: Figurative and Literal
Energy: The Facts...The Fears... The Future
Fractions
Israel: History, Land and People
Library Reference Section
Mideast: Islam - The Unifying Force
Numbers and Order
Plants Of The Sea

(contd.)

Comments continued:

- weakest productions appear to be the entire mathematics series; lack of circulation (thus evaluation data) was big disappointment. Of the 5 titles not included in the composite rating, 4 of them came from this math series.
- strongest showing was in literature films; 5 titles reflect a composite rating of 8.92

Titles Evaluated continued:

Poison Animals Of The United States
Posture: Thinking Tall
Prehistoric Humans
Rocks and Minerals, Revised ed.
Self Defense For Women: A Positive Approach
Subtracting
Trifles
(The) Ugly Duckling
(The) U.S. Is: People
(The) Veldt
What's In A Story?, Revised ed.

NAME OF COMPANY: EFA Educational Media METRO CODE: FA

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Conserving Our Natural Resources, Revised ed.	8.7	16/19	11	U.S	e,m, j,pa	(3-4) 5-12 (a)	4.0	3.8	3.7	7	3	9	1	10	0	4.5	3.5	Ecology Environment Current Events Science Social Studies Geography
User comments: Well presented...good basic film on natural resources...this led to a far-ranging discussion...very good for introduction...an excellent, simply stated film...well narrated...gives a good, general outlook on the problems facing North America in regards to conserving our land, air, and water resources.																		
FA f 40																		
What's In A Story?, Revised ed.	8.0	8/11	5	S,R	e,pa	4-a	4.0	3.8	3.4	5	0	5	0	5	0	4.2	3.7	Social Studies Language Humanities English
User comments: Recommend students view film twice...they (grade 6) are all caught up in the "story" being told the first time and may miss the point of the film... necessary to discuss points made...great if your objective is to teach parts of a story...used to motivate a writing assignment...(very successful).																		
FA f 64																		
Rocks and Minerals, Revised ed.	8.2	15/13	9	S,R	e,j, pa	(3-4) 5-8 (9-11)	4.0	3.8	3.6	3	4	5	1	6	0	4.4	3.3	History English Geology Science Hobbies Social Studies
User comments: Children asked to see it again...gave ideas to students to extend their study of rocks and minerals as hobby outside of school...information about diamonds, gold, seemed particularly appealing...demonstrates various simple experiments about crystals...vocabulary not too technical...excellent experiment ideas																		
FA f 158																		
User comments: that can be duplicated in the classroom...well photographed...best suited for junior high and lower high school classes...quick review at end good.																		
Triflem	8.6	16/29	11	U.S.R	m,j,s, p,t,se	(5-7) 8-a	3.4	3.5	3.5	10	0	10	0	10	1	4.4	3.6	Law Sociology Short Story Social Studies English
User comments: Use of deductive reasoning...used to stimulate discussion of male vs. female and to reinforce my dictum that details are important...good characterization of women...a most engrossing story and film.																		
FA f 482																		
Adding	**6.5	4/3	3	S,R	e	K-1 (2)	4.0	3.3	3.7	2	1	3	0	2	0	4.2	3.0	Mathematics
User comments: Students thought that it was too easy.																		
FA f 483																		
Subtracting	*___	3/0	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
User comments: NA																		
FA f 484																		

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: BFA Educational Media METRO CODE: FA

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Comparing	*6.5	5/3	2	R	e,m	K-6	4.0	4.0	4.0	2	0	2	0	2	0	4.0	2.8	Mathematics
User comments: Correlates nicely with our beginning math...also language classification.																		
FA f 485																		
Fractions	8.1	9/13	7	S,R	e,j	2-6	4.0	3.6	3.8	5	2	6	0	6	1	4.0	3.2	Mathematics
User comments: Excellent film, supplemented my unit on fractions very well... excellent for beginning fractions...done in interesting style.																		
FA f 486																		
Numbers and Order	*___	3/0	0	___	___	___	___	___	___	___	___	___	___	___	___	___	___	
User comments: NA																		
FA f 487																		
Descriptive Writing: Figurative and Literal	9.0	6/7	4	S,R	e,m	6-12	3.8	3.8	3.8	4	0	4	0	2	0	4.5	3.4	Language Creative Writing
User comments: Somewhat advanced for grade 6...well done...explains how to use words effectively to make writing more interesting...excellent examples of metaphors and similes...superb...excellent example of figurative language...use of overtitles helps to reinforce ideas presented...good discussion of further ideas resulted.																		
FA f 488																		
Posture: Thinking Tall	8.3	10/10	4	S,R	e	(1-3) 4-7 (8-c)	3.8	3.8	3.8	3	1	4	0	3	0	4.7	3.5	Science Health
User comments: Skeleton "puppet" got the 1st graders to giggle - but they did grasp most of the concepts presented.																		
FA f 489																		
Self Defense For Women: A Positive Approach	*10.0	7/7	2	S,R	j,s	6-a	4.0	4.0	4.0	2	0	2	0	2	0	5.0	3.0	Physical Education
User comments: Excellent																		
FA f 490																	**	
Mideast: Islam - The Unifying Force	8.0	15/31	9	S,R	e,m, j,s	(4-6) 7-a	3.8	3.7	3.7	3	3	7	1	4	1	4.4	3.3	Social Sciences Geography World Affairs Religion Art Architecture
User comments: Useful, timely, and most important, it is comparatively updated!... good presentation of the five pillars.																		
FA f 491																	**	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /5 (screenings)

NAME OF COMPANY: BFA Educational Media METRO CODE: FA

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S						max. 4.0		yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Energy: The Facts...The Fears...The Future FA f 492	8.5	13/17	8	U,S,R	s,j, s,pa	6-a	3.6	3.9	3.9	4	3	7	1	8	0	3.9	3.2	Science Ecology Environmental Studies Social Studies Industrial Arts
	User comments: Good for unit on energy crisis...still current-good.																	
(The) U.S. Is: People FA f 493	7.0	6/4	4	U,S	e,j, s,pa	5-12	3.3	3.3	3.5	1	3	2	2	2	2	4.3	3.2	Social Studies Sociology Statistics
	User comments: Narrator's voice rather shrill and annoying...topic selected was good.																	
Israel: History, Land and People FA f 494	7.3	10/20	4	S,R	m,j,s	(5-6) 7-a	3.5	4.0	3.8	4	0	3	1	3	0	4.3	3.2	Social Studies Religion Cultures Geography Middle East Current Events
	User comments: Excellent film - up-to-date...a good PR film done by Israelis...it will serve as an introduction.																	
Poison Animals Of The United States FA f 495	9.1	16/22	11	U,S,R	e,m,j, s,p,se	(4-5) 6-12	3.9	3.9	3.9	7	2	7	2	7	1	4.7	3.8	Social Studies Science Health and Safety Animal Study Biology
	User comments: Film helped to clarify students' views on what animals are poisonous and how dangerous each animal can be...good list including bees, wasps, ants, centipedes...one of our favorite films this year...lots of good close-ups and easy to understand explanations.																**	
Capitalism and Communism: A Comparison FA f 496	7.2	16/13	6	U,S,R	m,j, s,pa	(8) 9-a	3.5	3.3	3.0	3	3	5	1	5	2	3.9	2.8	Economics Western Civilization History Business Government Social Studies
	User comments: Very up-to-date...good interest from class...good comparison relating the two economies in a relatively modern setting.																	
Library Reference Section FA f 497	8.2	10/19	9	S	e,m, j,s	(1-3) 4-8	3.9	3.9	3.6	6	2	5	1	6	0	3.9	3.3	Library English Social Studies Science Language Arts Any Content Area Reading
	User comments: Very well done for a lower level (grades 5-8)...accurate and clear...contrived...overuse of man from outer space...enjoyable...students enjoyed since UFO topic kept their interest.																	
(The) Ant and The Grasshopper FA f 498	8.8	18/15	12	S,R	e,se	K-4 (7-12se)	3.8	3.8	3.8	8	3	11	0	11	0	4.5	3.7	Creative Writing Science Literature Language Reading Values
	User comments: Very good color and presentation...children enjoyed cartoon-style.																	

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: EFA Educational Media METRO CODE: FA

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	Filmmaking Science Fiction Mathematics
(The) Veldt	9.5	24/37	15	U,S,R	e,m,j, s,t,p, se	(4-6) 7-a	3.8	3.8	3.8	15	0	15	0	15	0	4.6	3.8	Social Studies Science, Sociology, Language Arts English Short Story Drama Psychology Creative Writing
	User comments: Good comparison study between movie and written form...superb!!... excellent sci/fi horror story concerning parental role, society (future) (present), kids' fantasies.																	
FA f 499																		
Prehistoric Humans	9.2	9/20	7	S,R	e,j, s,se	(4-6) 7-a	3.7	3.6	3.7	5	2	7	0	7	0	4.7	3.6	Science History Anthropology Social Studies World Cultures
	User comments: Nice, structured progression...we used this film as a "post" enrichment activity...next year we will view it during our unit of study...one of the best films I've seen on the subject.																	
FA f 500																	**	
Brazil - South America's Giant	7.9	10/12	7	U,S,R	e,m, j,pa	(3-6) 7-12 (a)	3.8	3.6	3.5	4	2	4	2	6	0	4.2	3.5	Language Social Studies Geography
	User comments: Very general study of various regions of Brazil.																	
FA f 501																	**	
(The) Dentist: A First Film	8.8	8/5	5	S,R	e,m	K-3 (4-6)	4.0	3.8	4.0	5	0	5	0	5	0	4.8	3.9	Science Safety/Health Career Education
	User comments: Stereotyped: male dentist, female hygenist...a very good true-to-life account of a visit to the dentist.																	
FA f 502																	**	
Beauty and The Beast	8.8	18/13	10	S,R	e,se	K-4	3.8	3.8	3.8	10	0	9	0	10	0	4.7	3.8	Language Reading Social Studies
	User comments: Excellent for reading, feelings...excellent presentation of the fairy tale...background music was a pleasant change from the "scary" kind...beast seemed relevant to children's understanding.																	
FA f 503																		
Plants Of The Sea	8.1	16/18	8	S,R	e,m, j,se	(3-4) 5-a	3.9	3.9	3.6	5	2	6	1	8	0	4.3	3.4	Science Health Social Studies Ecology Oceanography
	User comments: Excellent photography...types of sea plants well shown and explained.																	
FA f 504																		
(The) Ugly Duckling	9.1	20/15	12	S,R	e,se	K-3 (4-6)	3.8	3.8	3.8	11	0	12	0	11	0	4.7	3.6	Language Arts Creative Writing Reading Music Social Studies
	User comments: Excellent film for viewing and discussing...compares beautifully to his (Andersen's) life as a child and later success - accepting himself and acceptance of others...lots of detail, lots of action...very enjoyable film with an important, clear message.																	
FA f 505																		

Explanation of code:

rating: |----------|0
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /5 (screenings)

STUDENT COMMENT SAMPLING

Title of film: Beauty and The Beast (FA f 503)

Distributor: BFA Educational Media

Grade level: 2

Subject taught: self-contained classroom

Order of use: preview, screen, postdiscuss

Purpose of showing film:

Appreciation of literature

Teacher comments:

"Beast" seemed relevant to children's understanding. The background music was a pleasant change from the "scary" kind. Along with the ugliness of Beast - care and kindness was expressed by both Beauty's actions and words and gentleness also.

Student comments: (*all sic*)

- the beast wus the prins
- I really liked it.
- I like the color
- I LovE it it wos very very good
- I liked Beauty.
- dont get cause (*caught*) with a beast.
- I like the Beast Be cause he was mene.
- I Love it it Told me at your So Potoy (*supposed to*) Love So you ken (*can*) heve Frds (*friends*).
- I wish the Beast bibe (*died*).
- it was nice
- it was nis (*nice*) I like the Beast I Love it

(Teacher quoting from students:

- Applause! Applause
- That one was good!
- That prince was really the beast or was it the other way?)

STUDENT COMMENT SAMPLING

Title of film: Prehistoric Humans (FA f 500)

Distributor: BFA Educational Media

Grade level: 10-12

Subject taught: Anthropology

Order of use: screen

Purpose of showing film:

We were studying differences between prehistoric humans and this fit in perfectly.

Teacher comments:

Excellent, up-to-date film...one of the best films I've seen on the subject... accuracy of information,production quality and selection of content were rated excellent.

Student comments: (*all sic*)

- Man has come a long way.
- The movie explains alot in detail about past life.
- It was a very good film because it enabled me to envision prehistoric man (by showing actors as each one), which is something usually find hard to do.
- The movie showed me how man has developed through the years and the changes that came about.
- This film was very good. It was informative and said its points in a way we understood.

STUDENT COMMENT SAMPLING

Title of film: Trifles (FA f 482)

Distributor: BFA Educational Media

Grade level: 9-11

Subject taught: English

Order of use: preview, prediscuss, screen, postdiscuss

Purpose of showing film:

(To discuss) how deductive reasoning can solve a problem...motivation behind actions...peer group similarities.

Teacher comments:

Film shows how, by putting together minor clues, one can piece together a mystery...use of deductive reasoning... how well do we know others and ourselves?...motive - right vs. wrong.

Student comments: (*all sic*)

In response to the question: "What did this movie say to me?"

- I think the woman killed her husband because he killed the only thing she loved - the bird. She wanted to get him back.
- The ladies put all the clues together and solved it, but the men didn't know what ladies do and think on a farm.
- Everyone needs companionship. She wanted revenge.
- It's not that hard to strangle an old man.
- The woman did not have enough of a motive for murder.
- Some people lose their tempers and get violent.
- The movie said nothing. Films don't talk.
- You don't have to be a detective to solve a murder.
- You can solve a mystery by putting the small clues together.
- Two wrongs don't make a right.
- The movie left me hanging about the fate of the lady.
- You can kill someone without getting caught.
- Birds can die easily.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: BFA Educational Media (FA)

Number Of Years Depositing Media For Evaluation: 13

Number Of Items Placed For Evaluation During 1980-1981: 7 kits

Packaging Qualities:

Durability Of Container: Above average

Design Of Package: Consistent, easy-to-read; assorted sizes, making shelving sometimes difficult

Leader's Guide: Available; helpful

Comments:

variety of topics, all grade levels; production quality below average; drawings dull, lifeless; 16mm films which company distributes are generally far superior in production quality

User comment: (The) Presidency: Decisions Of Destiny - "...All done with drawings... needed photos, actual film clips, voices of presidents...."

Energy Sources - "...biased since electrical company used as consultant... out-of-date (before energy crisis)...."

Worthy Of Note:

Titles Evaluated:

American Folklore
Energy Sources
(The) Great Revolutions
How Do I Know What I Know
(The) Presidency: Decisions Of Destiny
So Many Words To Choose From
Story Series VII

SUMMARY SHEET

Company Name: Carousel Films, Inc. (C)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 9

Number Of Films Placed For Evaluation During 1980-1981: 6

Composite Rating Of All Films Evaluated: 6.0
(see qualification on data sheet)

Bookings:

Maximum: 15
Average: 5.83

Screenings:

Maximum: 13
Average: 5.83

Average Number Of Evaluations Received: 4.5

Comments:

- major subject areas identified: science, social studies, English (creative writing, satire)
- most frequently recommended grade level(s): senior high school to adult
- composite score: 6.0 based on 4 of 6 titles (66%)
- accuracy and production quality received average ratings
- user's objectives were generally satisfied but student interface was rated lower than average
- lack of available leader's guides resulted in limited circulation/ utilization; when used, results were disappointing in numerous cases
- some titles received polarized comments from users - either strong pro or strong con statements - with no shades of grey
- recommended: guides are urgently needed to enhance user demand and success. It should be noted this company is a distributor; not a producer

Upper 25%:

Please At Least Leave Me The Sun

Titles Evaluated:

Blowhard
Chicken Soup
Marva
Max
Please At Least Leave Me The Sun
(A) Watersnake In Coney Valley

NAME OF COMPANY: Carousel Films, Inc. METRO CODE: C

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Please At Least Leave Me The Sun	5.1	15/13	10	U,S,R	e,m, s,se	2-7 (8-12)	3.2	3.0	2.8	6	4	7	2	3	6	3.2	2.3	Art, Social Studies, Science, English, Sociology, Language, Creative Writing
C f 66	User comments: Students (grade 3) very intent; ties in with thematic unit in literature, society and technology-also dealing with point of view; purpose/motive must be set...older students (high school) could appreciate from critical standpoint;soundtrack good, drawings done by primary students...prediscussion required to prevent boredom/misunderstanding.																	
Blowhard	8.0	6/9	4	S,R	e,j, s,a	5-10	3.3	3.3	3.0	2	2	4	0	3	0	4.3	3.0	Science, Energy, Ecology, Business, Conservation, Religion, Film Study, Sociology, Creative Writing, Social Studies, Earth Science
C f 67	User comments: Good parable, perhaps a trifle obvious...ending seems unclear and ambiguous-intentionally?...animation good but not exciting; novel approach to get kids thinking about energy.																	
Chicken Soup	4.1	7/7	7	U,S,R	a,s, t,se	(2-6) 10-a	3.0	2.8	2.5	3	2	2	3	2	3	2.5	1.5	Cultural Studies, Humor, Film Study, Language Arts, Journalism, Oral History, Minority Studies, Home Economics
C f 68	User comments: A poor documentary about a vanishing way of life-not a cooking lesson, not an explanation of "Kosher", not a picture of family life; opening scenes make it unsuitable for primary use; could be funny or offensive to Jewish people; refreshing documentary capturing flavor of couple as well as the soup.																	
(A) Watermelon In Coney Valley	6.8	2/4	4	S	prev'd. only	11-a	3.0	3.5	3.5	4	0	4	0	4	0	3.0	—	English, Ethics, U.S. History, Current Affairs, Creative Writing, Political Science, Film Study, Satire
C f 69	User comments: (Ed. note: not used with student audiences) Some may find film offensive, vulgar, obscene...satire on Watergate/Nixon/government funny but crude...film technique (hand coloring) unusual/effective; not my favorite way of exposing and correcting evil and corruption...tasteless and inferior production; crude attempt at satire through allegory.																	
Marva	*—	1/0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
C f 70	User comments: NA																	
Max	*8.0	2/2	2	S	j,a	9-a	4.0	3.5	3.5	2	0	2	0	1	0	5.0	4.0	
C f 71	User comments: Teacher's guide would help; structure is loose enough to permit many uses; what use was intended?																	
	User comments:																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Center For Humanities (CFH)

Number Of Years Depositing Media For Evaluation: 2

Number Of Items Placed For Evaluation During 1980-1981: 8 slide sets with accompanying cassettes (1 set contained 8 modules)

Packaging Qualities:

Durability Of Container: Above average, all sets provided in carousel trays

Design Of Package: Consistent, colorful, attractive

Leader's Guide: Available, useful - with careful attention to detail

Comments:

Subject areas covered: science, mathematics, history, study skills
Grade levels: junior high school and up

While all programs received generally favorable comments in production quality, nearly all users felt the designated grade levels (elementary to adult) were too general/broad. Below grade 8 a <u>great</u> deal of teacher direction/modification/input was required.

Worthy Of Note:

How To Survive In School: Note-Taking and Outlining Skills - "...useful in all subject areas, can be used with all levels of students (with teacher wrap-around).... carefully designed and structured using vocabulary that may be too difficult for some...."

Titles Evaluated:

Cell Biology: A Slide Resource
Competency Skills In Arithmetic: Modules One Through Eight
Concord: A Nation's Conscience
How To Survive In School: Note-Taking and Outlining Skills
Inside The Cell: Microstructures, Mechanisms and Molecules
Life Skills: Filling Out Forms and Following Directions
Photosynthesis: Energy From Light
Solar Energy: Putting Sunshine In Your Life

SUMMARY SHEET

Company Name: Centron Films (CE)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 6

Number Of Films Placed For Evaluation During 1980-1981: 8

Composite Rating Of All Films Evaluated: 7.35
(see qualification on data sheet)

Bookings:

Maximum: 9
Average: 6.4

Screenings:

Maximum: 18
Average: 8

Average Number Of Evaluations Received: 3.25

Comments:

- major subject areas identified: guidance, science (physical)
- most frequently recommended grade level(s): upper elementary to senior high school
- composite score: 7.35 based on 4 of 8 titles (50%)
- accuracy and production quality rated generally high
- user's objectives were met in most cases with student interface rated above average
- while films provided good, useful and solid information, most presentations were not exciting, lacking audience appeal, thus losing viewer attention
- subjects offered are designed to meet defined basic-curriculum needs. Leader's guides are provided - complete with careful attention to detail

Upper 25%:

Swish!: Science and Curveballs and Gliders
Uhh! Whoosh! and Thud!: Science In Throwing and Catching

Titles Evaluated:

Dealing With Criticism
Dealing With The Unexpected
Drawing Conclusions Is A Tricky Art
Many Hear - Some Listen
Splash!: Science and Swimming
Swish!: Science and Curveballs and Gliders
Thonk!: Science and Hitting A Ball
Uhh! Whoosh! and Thud!: Science In Throwing and Catching

NAME OF COMPANY: Centron Films METRO CODE: CE

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Dealing With Criticism	7.5	6/5	4	S	s,a	(8-10) 11-12 (c,a)	3.8	3.5	3.3	2	1	2	1	2	1	3.3	3.0	Psychology Values Clarification Guidance Sociology Home Economics Health
User comments: Interestingly, most people don't recognize themselves until the very end...each character either good or bad with no grey shading...usable with adult groups, but obviously forced...shows how three "people" react but little or no information on how to react acceptably.																		
CE f 66																		
Many Hear - Some Listen	*4.0	4/5	1	S	s	9-a	3.0	3.0	2.0	1	0	0	0	1	0	3.0	—	English Journalism Guidance
User comments: Can be used in any subject to show importance of listening skills.																		
CE f 67																		
Dealing With The Unexpected	*—	2/0	—	S	—	—	—	—	—	—	—	—	—	—	—	—	—	
User comments: NA																		
CE f 68																		
Uhh! Whoosh! and Thud!: Science In Throwing and Catching	8.0	9/8	4	S,R	e,j,se	(4) 5-8 (9)	3.8	3.8	3.5	3	1	3	1	3	0	4.5	4.0	Physical Science Problem Solving Physics
User comments: Relevant, high interest, gives students ideas for own experiments... unfortunately you have to take the voice of the professor...used successfully with special education students (level 5-7) for problem solving.																	**	
CE f 69																		
Splash!: Science and Swimming	*6.5	7/3	2	S,R	j	5-8 (9-10)	3.5	3.5	3.5	1	1	2	0	2	0	2.5	3.0	Science-Motion, Waves
User comments: NA																		
CE f 70																		
Drawing Conclusions Is A Tricky Art	*7.3	5/13	3	S	s	(7-8) 9-12 (c,a)	3.7	3.0	3.7	2	1	2	1	2	1	4.3	3.0	Psychology Sociology Business Child Development Reading Writing
User comments: Use before an extensive discussion on stereotypes and perception... kids (grades 9-12) were slightly put off by the clothing, names and stilted acting.																		
CE f 71																		
Thonk!: Science and Hitting A Ball	6.5	9/12	5	S,R	e,j	(4) 5-8 (9-10)	3.6	3.6	3.4	5	0	4	1	4	0	4.0	3.5	Physics Science-forces Physical Science Mathematics (applied)
User comments: "Professor" detracts from film...deals with reasoning process; helpful in getting students (grade 5) to apply concepts learned in school to daily life...some slow-motion effectively used to focus on basis of problems...science isn't my favorite field and I don't like to teach it, but this film got me thinking (elementary teacher).																	**	
CE f 72																		

Explanation of code:

rating: |----------|0 poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Centron Films METRO CODE: CE

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Swish!: Science and Curveballs and Gliders CE f 73	7.4	9/18	7	S,R	e,j,s	(3-4) 5-10	3.7	3.6	3.6	5	2	6	0	6	0	4.0	3.0	Science-forces Physics
User comments: NA																		
User comments:																		
User comments:																		
User comments:																		
User comments:																		
User comments																		
User comments:																		

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

SUMMARY SHEET

Company Name: Churchill Films (CH)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 13

Number Of Films Placed For Evaluation During 1980-1981: 15

Composite Rating Of All Films Evaluated: 7.9
(see qualification on data sheet)

Bookings:

Maximum: 19
Average: 11.9

Screenings:

Maximum: 44
Average: 13.5

Average Number Of Evaluations Received: 7.3

Comments:

- major subject areas identified: guidance, social studies, health, science, communications
- most frequently recommended grade level(s): ranged from elementary to adult with several spanning the full range
- composite score: 7.9 based on 13 of 15 titles (87%)
- accuracy rated high (3.5 and above); production quality also rated high (3.2 and above)
- user's objectives met or matched fairly well and reflected in extremely high student interface in all but one instance
- solid company productions receiving high utilization, much commentary. Emotionally stimulating, aesthetically pleasing,drawing repetitive terms such as "very good", "excellent" and "well-done" by teachers
- versatile selection of films with wide applicability; thought-provoking, discussion rewarding, rich with student comments

(contd.)

Upper 25%:

Food and Growth
Solar Energy: How It Works
Help! I'm A New Parent
About Your Body, 2nd ed.

Titles Evaluated:

About Your Body, 2nd ed.
Fall Line
Farming With Nature
Food and Growth
Forests
Growth Dilemma
Help! I'm A New Parent
Hold The Ketchup
(The) Hundred Penny Box
PCP - You Never Know
Solar Energy: How It Works
Spooky Boos and Room Noodles
Storm Of Fire - World War II and The Destruction Of Dresden
(A) T.V. Guide: Thinking About What We Watch
What's Cooking?

Comments continued:

- of special note: refreshing to find: (a) a recent drug related film, (b) basic curriculum films utilizing appealing production techniques

NAME OF COMPANY: Churchill Films METRO CODE: CH

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Help! I'm A New Parent	8.8	11/18	8	S,R	j,s	9-a	3.7	3.6	3.6	8	0	7	0	7	0	4.8	3.6	Guidance Child Development Human Relationships Health Sociology Psychology Marriage and Family
User comments: Very good...could be used in decision to parent...excellent...I can't believe a baby can do those things to a couple! (student)...shows a realistic picture of new parents...good film to stimulate discussion of relationships.																	**	
CH f 255																		
Storm Of Fire - World War II and The Destruction Of Dresden	8.0	8/10	4	U,S	j,s, ps,t	(7-8) 9-a	4.0	3.5	3.3	4	0	4	0	4	0	4.4	3.5	Social Studies English Sociology History
User comments: Excellent film but students must have some background on concept of total war and the historical and cultural significance of Dresden.																		
CH f 256																		
PCP - You Never Know	8.0	19/28	7	U,S	j,s, t,se	(8) 7-a	3.8	3.7	3.5	5	2	5	1	4	1	4.3	3.9	Biology Physical Education Psychology Sociology Chemistry Science Health, Drugs, Social Studies
User comments: Helpful in depicting effects of PCP usage in factural, up-dated manner...promoted discussion of topic...fairly objective view of the subject, without using scare tactics...could have been longer...excellent...good basic film.																	**	
CH f 257																		
About Your Body, 2nd ed.	8.6	16/16	12	U,S,R	e,m,s, p,se	5-8 (9-10 se)	4.0	3.9	4.0	7	2	7	2	9	0	4.8	3.5	Science Health Biology
User comments: Excellent basic facts...clearly written and explained, good diagrams...good concept selection...excellent combination of animation and real life sequences...excellent series to show after the systems of the body are studied.																	**	
CH f 258																		
Solar Energy: How It Works	9.0	19/16	8	S,R	e,m,j	(3-4) 5-8 (9-a)	4.0	3.7	3.9	6	1	7	0	8	0	4.9	3.7	Science Energy The Sun
User comments: A little bit of all good things...experiments were excellent... excellent for grade 6...appeal is the way kids talk to the audience...some of the examples shown could be easily duplicated by grade 6 students...second and third graders were able to grasp much of the information...very good...an outstanding																		
CH f 259																		
User comments: film showing the basics to solar energy...examples of solar stoves and motors used by children make this very real.																	**	
What's Cooking?	7.6	15/11	10	S,R	e,m,se	(K-1) 2-6 (7-9)	3.7	3.4	3.5	10	0	9	1	9	0	3.9	3.5	Social Studies Science Cooking Language Arts Communications Culture Health Nutrition
User comments: Very enjoyable film about the variety of foods children can help to cook...each food has a special meaning for the children...boys and father are shown helping too.																	**	
CH f 260																		

Explanation of code:

rating: |----------|0 poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high ps-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA = does not apply
NA = sufficient data not available
* = not included in composite evaluation
** = student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Churchill Films METRO CODE: CH

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(A) T.V. Guide: Thinking About What We Watch	7.6	10/14	11	S	e,m,j, s,se	4-a	3.5	3.2	3.4	9	2	7	3	9	2	4.1	3.6	Economics Language Arts Social Studies Science Reading
CH f 261	User comments: Spreads itself too thin...would be alot stronger if it stuck to one area of TV...film did not discourage TV viewing but encouraged intelligent viewing... we spent alot of time discussing commercials and the role they play in promoting stereotypical behavior...dull, no real message...the students (special education 6-8)																	
	User comments: really got alot out of the film...I'm glad someone finally made a film showing this side of TV. **																	
Food and Growth	9.1	12/10	6	S	e,m,j	(3-4) 5-9	3.6	3.8	3.7	5	1	6	0	6	0	4.8	3.8	Health Science
CH f 262	User comments: Well done...humorous in places...excellent visuals of digestive process. **																	
Forests	6.3	9/6	6	S,R	e,j,s	(3-5) 6-a	3.7	3.7	3.2	1	4	4	1	2	3	3.2	2.7	Science Social Studies Ecology Geography
CH f 263	User comments: Vocabulary level high for grade 4...good, sharp photography...alot of good information...a little slow moving for 4th graders...good film for 6th and above...good information on modern equipment. **																	
(The) Hundred Penny Box	7.7	13/10	8	S	e,m	(K-3) 4-a	3.7	3.4	3.6	8	0	8	0	8	0	4.0	3.1	Social Studies Language Arts Values Family Life Psychology
CH f 264	User comments: Very suitable for this age group (grade 6) but would not recommend it for primary students. **																	
Fall Line	7.5	11/44	14	U,S,R	e,m,j, s,t,se	(3-5) 6-a	3.6	3.7	3.3	10	2	10	1	10	1	3.8	3.6	Sports Filmmaking Science Ecology
CH f 265	User comments: Spectacular footage...an appeal for sports to not effect the environment...beautiful photography but doesn't say much...showed good relationships between seemingly different sports...kids enjoyed watching and talking about the difficulty of each sport. **																	
Hold The Ketchup	7.7	18/13	9	S,R	e,m,j, s,se	5-a	3.5	3.4	3.4	5	2	6	1	6	1	3.5	3.4	Social Studies Home Economics Nutrition Science
CH f 266	User comments: Had wide audience interest...something for everyone's background... students were surprised to see the "older" ways of food preparation compared to getting food out of machines. **																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Churchill Films METRO CODE: CH

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Growth Dilemma	*8.0	3/1	1	S	a	(8-9) 10-a	4.0	4.0	4.0	1	0	0	1	0	0	4.0	—	Economics Ecology History Business Urban Studies Sociology
	User comments: Film takes economy and growth and compares what is happening... good thought provoking film...consciousness raising film.																	
CH f 267																		
Farming With Nature	7.0	5/4	4	R	e	(5-7) 8-a	3.7	3.3	3.8	1	3	3	1	3	0	4.3	4.0	Social Studies Science Responsibility Biology Agriculture Conservation Economics Ecology
	User comments: Good to see that there are still pioneers around...good photography... in the beginning a little long and drawn out...very interesting point...encouraging to a prospective farmer, supplying insight and valuable information...excellent portrayal of organic farming at its best.																	
CH f 268																		
Spooky Boos And Room Noodles	*10.0	9/1	1	S	e,m, se	3-a	4.0	4.0	4.0	1	0	1	0	1	0	5.0	4.0	
	User comments: Kids really enjoyed the film...they all had some incident to talk about...I felt that the film helped them to work out some of those nighttime fears (special education students).																	
CH f 269																		
	User comments:																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: |----------|0
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: About Your Body (CH f 258)

Distributor: Churchill Films

Grade level: a. 8-12 special education, self-contained b. grade 6

Subject taught: a. Biology b. Science

Order of use: a. screen b. preview, screen, postdiscuss

Purpose of showing film:

a. Review systems of body and show how nervous system works.
b. Review of body systems.

Teacher comments:

a. A good review of all the systems we have studied. (Ed. note: used with 7 students, met user's objective)
b. Excellent series to show after the systems of the body have been studied.

Student comments: (*all sic*)

a.
- The food go from the stomach into the blood.
- I saw how she burned her hand. The message went to the brain to tell her not to touch it. The doctor let him hear his own heart beat.
- Take care of your body. The doctor was taking blood from his finger.

b.
- That bicep pulls the arm up and the tricep pulls the arm back down.
- If we didnt have bones we'd be blobs.
- This film told us about the muscular system, the circulatory system, and the skeletal system. But I already knew everything they said.

SUMMARY SHEET

Company Name: Coronet (CO)

Media Format(s) Offered: 16mm film, building level materials

Number Of Years Depositing Media For Evaluation: 7

Number Of Films Placed For Evaluation During 1980-1981: 15 (3 from the Perspective Film Collection)

Composite Rating Of All Films Evaluated: 7.4
(see qualification on data sheet)

Bookings:

Maximum: 15
Average: 9.9

Screenings:

Maximum: 27
Average: 13.1

Average Number Of Evaluations Received: 6.7

Comments:

- major subject areas identified: mathematics, science, guidance, social studies
- most frequently recommended grade level(s): well balanced with range from primary to adult audience
- composite score: 7.4 based on 12 of 15 titles (80%)
- accuracy rated generally high; production quality ranging from adequate to generally high
- user's objectives generally met but reflecting only average student interface
- basic curriculum films that fill identified needs, but lacking in audience appeal. Films designed to provide information rather than to provoke discussion
- three films from the Perspective collection were weak in production quality requiring more teacher "wrap-around"; by and large, these (contd.)

Upper 25%:

E Is For Ecology
Canada's Provinces and People, 2nd ed.
Living In The New England States: Birthplace Of A Nation
Introducing Chemistry: Formulas and Equations
Introducing Chemistry: How Atoms Combine

Titles Evaluated:

Administration Of Thomas Jefferson
Arithmetic: Understanding The Problem
Canada's Provinces and People, 2nd ed.
Division For Beginners, 2nd ed.
E Is For Ecology
Equations: Number Sentences
Introducing Chemistry: Formulas and Equations
Introducing Chemistry: How Atoms Combine
Living In The New England States: Birthplace Of A Nation
Multiplication For Beginners, 2nd ed.
North America: Its Rivers
Pandora's Box
Percent - Why and How
Pilgrims
Pixillation

Comments continued:

films were not a very interesting divergence from the more traditional curriculum films

NAME OF COMPANY: Coronet

METRO CODE: CO

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Pilgrims	6.8	8/12	8	U,S,R	m,j, s,t	(9-10) 11-a	3.0	2.8	2.8	5	2	4	3	3	3	2.7	2.9	Guidance English Psychology Journalism Creative Writing Sociology
CO f 871	User comments: I had students write themes on being "different"...some rough language...requires mature audience to understand content...funny little movie about tolerance and understanding...slow beginning; slow film; not enough camera work... interesting character study...open-ended...film leaves viewer with many questions unanswered...needs introduction.																	
Pixillation	*7.0	10/5	2	S,R	s	11-a	3.0	3.5	3.5	1	1	2	0	1	1	4.0	3.0	Animation Filmmaking Art Science Music
CO f 872	User comments: Explain it first...can we rent this on the weekend? (student).																	
Pandora's Box	*10.0	5/5	3	S	e,j	K-2 (10-a)	4.0	4.0	4.0	2	0	3	0	3	0	4.3	3.5	Language Arts
CO f 873	User comments: Not suitable for my needs (7th-8th grade) - but certainly would or should be by an older group.																	
Introducing Chemistry: Formulas and Equations	7.7	12/26	9	S,R	e,m,j, s,pa	(7) 8-11 (12)	3.9	3.3	3.6	1	7	7	2	6	1	4.3	2.7	Science Mathematics Lab Chemistry Biology
CO f 874	User comments: Not an exceptionally good film but useful...just a little too deep for 5th and 6th graders.																	
Introducing Chemistry: How Atoms Combine	7.8	12/27	10	U,S,R	e,m,j, s,t,pa	(6) 7-12	3.9	3.3	3.6	2	5	5	2	6	0	4.3	2.9	Science Chemistry
CO f 875	User comments: Good visual presentation...good film on chemical bonding...bit on the simple side...needs background on type of bonds and octet rule.																	
Equations: Number Sentences	6.6	8/11	6	S,R	e,m,j	(4-6) 7-8 (9)	3.5	3.5	3.4	1	4	4	1	4	1	3.5	2.6	Mathematics
CO f 876	User comments: Film is well made but a bit difficult for 5th graders...some vocabulary may be too complicated at elementary level.																**	
E Is For Ecology	9.1	10/10	6	S	e,m,j	(K) 1-4 (5-9)	4.0	4.0	4.0	5	0	6	0	6	0	4.1	3.9	Science Social Studies Ecology
CO f 877	User comments: Colorful, informative, geared to primary level...good...the children enjoyed and remembered lots of what was presented.																**	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Coronet METRO CODE: CO

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Arithmetic: Understanding The Problem	7.0	11/19	7	S,R	e,m,j	(3-4) 5-8	3.8	3.1	3.3	2	4	5	0	5	1	4.1	2.9	Mathematics Language Arts Reading Career Education Home Economics
	User comments: Appears to be good for low achievers at the 8th grade level and lower grades...they were interested even though they had seen the film before... prepare students for a better understanding of what is needed to do the word problems...describes a step-by-step method of "attacking" a word problem...projector																	
CO f 878																		
	User comments: can be stopped before the answer is given...good, concise method of presenting a plan to solve word problems. **																	
Canada's Provinces and People, 2nd ed.	8.2	10/17	7	U,S,R	m,j, s,pa	(4-5) 6-a	3.9	3.6	3.6	4	1	4	0	5	0	4.4	3.6	Travel Social Studies Reading Geography
	User comments: Good information...kids enjoyed it...covered material quite well... an excellent film...gives a super overview.																	
CO f 879																		
Percent - Why and How	6.0	10/13	7	S,R	e,m, j,s	(4-5) 6-8 (9)	3.6	3.7	3.2	1	6	3	4	3	3	3.5	2.5	Mathematics
	User comments: Somewhat boring to group (accelerated 5th and 6th graders)...other materials could be presented: batting averages, contents of materials, packages, etc..																	
CO f 880																		
Administration Of Thomas Jefferson	*5.0	5/3	2	S,R	s	7-12	3.0	2.8	3.0	0	2	1	1	1	1	2.5	2.6	U.S. History Government Philosophy
	User comments: Did not keep the students' attention - they felt it was not narrated or illustrated or put together very well.																	
CO f 881																		
Division For Beginners, 2nd ed.	7.5	9/6	4	S,R	e	3-4 (5-6)	3.8	3.8	3.8	1	3	2	2	2	2	4.3	3.4	Mathematics
	User comments: Not appropriate for 3rd grade or remedial 4th...film provides a good basic way of helping students understand division...good to use as an introduction to teaching division...rather boring.																	
CO f 882																		
Living In The New England States: Birthplace Of A Nation	8.0	15/14	12	S,R	e,m	(2-3) 4-8 (9-a)	3.7	3.6	3.4	7	3	9	1	9	1	4.2	3.0	History Geography Career Education Language Arts Connecticut New England
	User comments: Good tie in with Laidlaw Social Studies series "exploring regions"... colorful and interesting...the film covers colonial through present day...background information is accurate and easily understood...good overall presentation...good introduction to the study of New England. **																	
CO f 883																		

Explanation of code:

rating: |----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Coronet METRO CODE: CO

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
North America: Its Rivers	7.4	10/17	8	S,R	e,m, j,s	(3-4) 5-10 (11-s)	3.9	3.4	3.6	4	3	6	2	5	2	3.6	3.1	Social Studies Reading Science Environmental Studies
	User comments: NA																**	
CO f 884																		
Multiplication For Beginners, 2nd ed.	6.3	13/11	9	S,R	e	(1) 2-6	3.6	3.4	3.3	1	7	2	6	3	4	3.3	2.5	Mathematics
	User comments: Good for slow group...children (grade 4) found it dull...film outdated...especially liked the part regarding the distribution principle...very exact...too elementary for 5th grade but would probably be excellent for grade 2 or 3 **																	
CO f 885																		
	User comments:																	
	User comments:																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Equations: Number Sentences (CO f 876)

Distributor: Coronet

Grade level: 5-6 accelerated, 5 regular class

Subject taught: Math

Order of use: preview, screen, postdiscuss

Purpose of showing film:

To understand number relationships in equations.
To understand the operations needed to solve equations.

Teacher comments:

Some vocabulary may be too complicated at elementary level (range, domain, etc.).

Student comments: *(all sic)*

Accelerated:

- The film taught me about equations, which I never really understood.
- This film said to me that X + Y should be taught to people because it is easier than the other ways of counting.

Non-accelerated: In response to the question, "What did you get out of the film?"

- Math can be conplacated and unconplacated
- Math is really easier than it look
- Eqations can be used with letters to help get the answers we need.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Coronet (CO)

Number Of Years Depositing Media For Evaluation: 7

Number Of Items Placed For Evaluation During 1980-1981: 9 kits

Packaging Qualities:

Durability Of Container: Above average: color-coded filmstrip containers and cassettes; cassettes have protective casing, however, inner packaging is clumsy

Design Of Package: Attractive, colorful, consistent

Leader's Guide: Available - limited information provided

Comments:

Items geared to various levels (primary to senior high school). Subject matters (biographies, folk tales, science) well accepted into curriculum areas. While production quality was generally good, more attention and work is needed in the graphics; more inflection is required in the narrators voice. Both will serve to retain the attention of viewers.

Worthy Of Note:

Tales From Japan (see student comment sampling)
(The) Galapagos: Evolution's Laboratory -
"...Although advanced for junior high, informative and fascinating descriptions... Unusual and interesting subjects...."

Titles Evaluated:

Abraham Lincoln
Aerospace
Andersen's Fairy Tales
Famous Indian Chiefs
(The) Galapagos: Evolution's Laboratory
George Washington
Stories About Words
Tales From Japan
Your Newspaper

Student Comment Sampling:

Title: Tales From Japan

Grade level: Rural area, elementary school

Subject taught: Remedial reading, grades 3-5

Teacher comments:

accuracy of information: DNA
quality of production: high
physical condition of material: good

strength of material:

"...art work, way in which story was told...."

weakness of material:

"...repeated visuals and same theme running throughout most of individual parts...." "...message more difficult to get by 3rd graders - of course, these are the poorer readers also... some 5th graders thought it immature...."

Student comments: (*all sic*)

(The Monkey And The Crab)
- that you sould share and do not be mean
- to teach you abot friend ship
- share and have a good friend

(The Tears Of The Dragon)
- don't beleve what you hear

(The Rolling Rice Ball)
- not to be a gredy prsen
- it tould me if you are a nice person you will be reorded

(The Inn Of The Sparrows)
- the mean gets the bad and the nice gets good
- do not kill a bird or a living a mail a gen

SUMMARY SHEET

Company Name: Crystal Productions (CR)

Media Format(s) Offered: 16mm films, building level materials

Number Of Years Depositing Media For Evaluation: 1 (first year participant)

Number Of Films Placed For Evaluation During 1980-1981: 5

Composite Rating Of All Films Evaluated: *
(see qualification on data sheet)

Bookings:

Maximum: 7
Average: 4.4

Screenings:

Maximum: 11
Average: 4.4

Average Number Of Evaluations Received: 2.6

Comments:

- major subject areas identified: guidance, art, career education, science, social studies
- most frequently recommended grade level(s): senior high school to adult
- composite score: 4 of the 5 titles placed are not included in this rating due to insufficient data. One film did receive extended commentary, received polarized comments regarding production technique. This one film received a composite score of 8.0 and was identified as having application in eleven different areas.
- since this is the first year of participation by this company, it is not unusual to find utilization (thus evaluation) low. Continued participation in the Center should find increasing teacher awareness of company product and use.

~~*Upper-25%*~~ **(Worthy Of Note)*

Changes

Titles Evaluated:

Changes
Consequences
(A) Humanist Model
(The) Left Wall Of Cenotaph Corner
(A) Potter's Song: The Art and Philosophy Of Paul Soldner

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NAME OF COMPANY: Crystal Productions METRO CODE: CR

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Consequences	*—	5/11	2	U,R	e,t	5-a	3.0	3.0	3.0	1	0	1	0	1	0	3.0	—	Social Studies Science Health Media
CR f 1	User comments: NA																	
Changes	8.0	7/6	6	S,R	m,a, se	(6-7) 6-a	4.0	3.7	3.8	6	0	4	2	4	2	5.0	3.5	Family Life Reading Language Arts Science Social Studies Special Education teachers
CR f 2	User comments: Down to earth-real-about the difficult, difficult situations the handicapped face...not "inspirational"-but was, however, an eye-opener...bothered by the "muffled" voices of those talking...pixillation technique...out of line with the content...long extended shots of water and blur while people were talking overdone...film makes its point but takes 25 minutes to do it-too much...																	
																		Rehabilitation leaders/participants Health Safety Sociology Values Clarification
	User comments: excellent portrayal of wheelchair patients...a few comments are for older children (6th grade teacher)...a few remarks about sex might offend some parents...subject deserves a film, but not this one...deadly-drags on and on with no focus...shotguns all aspects at once...far too many unrelated visuals with multiple voices overlaid-																	
	User comments: distracting and difficult to listen to-<u>such</u> too long...sound quality is erratic... time-lapse montages would work in a (<u>much</u>) shorter film...film showed how one split second can change a person's life...really makes me think what I would do if this happened to me. **																	
(A) Potter's Song: The Art and Philosophy Of Paul Soldner	*9.0	4/2	2	S	e,a	7-a	3.0	4.0	3.0	2	0	2	0	2	0	3.3	2.5	Career Education Art Alternative Education
CR f 3	User comments: Misleading title-discusses alternative education; also touches on recycling, energy, and pollution...I wanted to learn about making pottery...language too advanced for fifth grade-overall message and verbals were important.																	
(The) Left Wall Of Cenotaph Corner	*4.0	2/1	1	S	a	7-a	3.0	2.0	4.0	0	1	0	1	0	1	—	—	
CR f 4	User comments: Old footage of actual climb sort of defeats the purpose of the film to show new methods and techniques.																	
(A) Humanist Model	*3.0	4/2	2	S,R	s,a	9-a	3.0	3.0	3.0	1	1	1	1	0	1	1.0	1.0	Social Studies Future Studies Science
CR f 5	User comments: Previewed for content-I previewed first, then read the leader's guide-and I still do not understand the message of this film-strange to say the least...dated film...discusses changes to be expected in the '70's...from the Projections for the Future series.																	

Explanation of code:

rating: 1————————10 poor-excellent

regions: U = urban; S = suburban; R = rural

levels of schools: e=elementary; s=senior high; pa=parochial; m=middle; c=college; p=private; j=junior high; a=adult; t=technical; se=special education

DNA = does not apply
NA = sufficient data not available
* = not included in composite evaluation
** = student comments available Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Changes (CR f 2)

Distributor: Crystal Productions

Grade level: 6

Subject taught: Language Arts

Order of use: screen, postdiscuss

Purpose of showing film:

To help students to understand problems of wheelchair patients since we have students in wheelchairs in our school.

Teacher comments:

Excellent portrayal of wheelchair patients-a few comments are for older children-7th graders...a few remarks about sex might offend some parents...production quality and selection of content rated 4 on scale of 1 (poor) to 4 (excellent)... film carries emotional impact...discussion following screening was lively.

Student comments: *(all sic)*

In response to the question: "What did the movie say to you?"

- Nothing that Pololegatic can't help how they are so that is why we shouldn't be afraid of them and it tell's us that we can't help it.

- People can't really go on with their life straight without an accident.

- That people can adjust when something awful happens. They don't just sit around and ignore the fact that they're sick or hurt.

- It's not easy being a parypolegic.

- It said mostly outsiders didn't really care and was jive but at least they try to lead a normal life.

- There are people that are paralized and that they can't change their problem.

- Handicapped people or people in wheelchairs say that they can't do things that they want to, like run and play sports.

- That people should just try to accept the fact that there are handicapped citizens in our sociaty.

(continued on reverse side)

Student comments: (*all sic*)

- That when you do anything that might seen dangerous be careful what you do.

- It said that once you become parelized your life changes and you shouldn't be afraid of them.

- That if you want something, you can do any thing you want, if yo set your mind to it.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Crystal Productions (CR)

Number Of Years Depositing Media For Evaluation: 1st year participant

Number Of Items Placed For Evaluation During 1980-1981: 1 kit, 2 slide sets (with accompanying cassettes)

Packaging Qualities:

Durability Of Container: Kit - average; slides deposited in plastic sheets which had to be placed in carousel trays/boxes for circulation

Design Of Package:

Leader's Guide: Not available

Comments:

*

Worthy Of Note:

Titles Evaluated:

kit:	Solar Energy
slide sets:	Himalayan Adventure
	Nepal

* Less than 4 individual programs deposited results in insufficient data retrieval. Therefore no conclusions are drawn on production quality; no editorial comment provided.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Current Affairs (CA)

Number Of Years Depositing Media For Evaluation: 4

Number Of Items Placed For Evaluation During 1980-1981: 10 kits

Packaging Qualities:

Durability Of Container: Average

Design Of Package: Consistent within group; title easily identified

Leader's Guide: Available; thorough; some with complete scripts

Comments:

Geared for junior high school students and materials placed were in three distinct categories - Science, Literature, and Current Events.

The science kits contained, on the whole, too much material and difficult vocabulary. The visuals were good, but not spectular. The guides were excellent, with scripts reproduced for pacing. The literature kits created high interest levels in reading; a paperback copy of the book was provided. The current event kits provided up-to-date, fairly balanced information and asked for value judgments. Guides were also useful with careful attention to detail.

Worthy Of Note:

Sounder -
"...whets the appetite but doesn't spoil the story."

Titles Evaluated:

Cities Of Nature: The Organization Of The Ecosystem
Crime: What About The Victim
Cults: The Appeal, The Danger
Freshwater: Aquatic Environments
Hiroshima
Iran: Revolution, Religion. And Reform
(The) Last Of The Mohicans
(The) Ocean: The Marine Environment
Plant Classification: Diversity In Common Habitat
Sounder

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SUMMARY SHEET

Company Name: Document Associates (DA)

Media Format(s) Offered: 16mm films

Number Of Years Depositing Media For Evaluation: 4

Number Of Films Placed For Evaluation During 1980-1981: 7

Composite Rating Of All Films Evaluated: 7.75
(see qualification on data sheet)

Bookings:

Maximum: 16
Average: 9.42

Screenings:

Maximum: 21
Average: 10.4

Average Number Of Evaluations Received: 6.86

Comments:

- major subject areas identified: science, English (language arts, creative writing)
- most frequently recommended grade level(s): elementary
- composite score: 7.75 based on 6 of 7 titles (86%)
- accuracy and production quality generally well-rated
- user's objectives usually met with student interface above 3.0
- some high interest areas included (rocks, birds, kites) but lack of leader's guides along with unappealing production techniques, left users with less than enthusiastic comments

Upper 25%:

(The) Road To Kathmandu
Looking At Birds

Titles Evaluated:

Children's Gardens
Dogs and People
Kites Aloft
Looking At Birds
(The) Old Shack
(The) Road To Kathmandu
Rocks To Take Home

NAME OF COMPANY: Document Associates METRO CODE: DA

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Dogs and People	7.9	8/6	5	S,R	e,m, s,se	K-5 (6-a)	3.7	3.5	3.5	3	1	4	0	4	0	4.7	4.0	Science Social Studies Language Animal Study Music Expression
DA f 48	User comments: Something for everyone-true evaluation would be a recording of the students reactions and comments while watching...students also enjoyed parts of the film even more the second time when shown backwards...entertaining film showing people and their dogs. **																	
Kites Aloft	6.9	16/14	12	S,R	e,m, j,a	K-6 (S-a)	3.6	3.6	3.5	6	3	8	0	6	3	4.0	3.5	Science Language Arts Elementary Art Reading Arts and Crafts Social Studies-Japan
DA f 49	User comments: Shows construction of one type of kite...sometimes hard for 5th graders to understand terminology...too complicated and technical for my purposes (K-4 Art) (Ed. note: some negative comments on production techniques, i.e., use of white on white, etc.)																	
Children's Gardens	*5.7	6/4	3	S	e,s	2-5 (7-9)	2.7	2.7	2.7	0	3	1	2	1	2	3.0	2.7	Science Biology Plants and Gardening
DA f 50	User comments: NA																	
(The) Old Shack	7.8	10/7	6	S	e,a, se	K-5 (7-9)	3.8	3.8	3.8	6	0	6	0	6	0	4.8	3.8	Language Arts Creative Writing Social Studies English
DA f 51	User comments: Shows how the kids stick together and help each other out...shows a mildly realistic situation in which the kids come out on top. (Ed. note: most effective use was with special education (emotionally disturbed) students) **																	
Rocks To Take Home	7.1	10/13	8	S,R	e,j, se	3-7 (8-10)	3.6	3.5	2.9	4	4	5	2	5	2	3.8	2.9	Science Recreation Hobbies Geography Mineralogy Geology
DA f 52	User comments: Covers "rockhounds" finding specimens...mentions proper use of tools checking with property owners...shows steps in polishing a specimen for a ring... very limited use and appeal...most students would not have access to tools used... most effective use at grade 5 level as introductory unit on geology, to develop																	
	User comments: awareness of safety procedures in rock hunting and develops an appreciation of polished stones, their use, and their preparation. **																	
Looking At Birds	7.9	10/21	10	S,R	e,m, j,a, pa	5-12	3.8	3.6	3.5	6	2	7	1	5	2	4.2	3.0	Biology Zoology Life Science-Junior High Nature Club Physical Science Science Art
DA f 53	User comments: Excellent selection of local birds and good pointers on identification...does little to help student appreciate the beauty and flight. **																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Document Associates METRO CODE: DA

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(The) Road To Kathmandu	8.9	6/8	4	U,S	j,t, a,se	(6-8) 9-a	4.0	3.8	3.8	3	1	3	1	3	1	4.7	3.7	Social Studies Comparative Cultures Eastern Civilizations Geography World History
DA f 54	User comments: Excellent travelogue...long, but well done...blends old with new providing information on culture of areas traveled...limited use due to length of film for high school use (45 minute periods)																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Looking At Birds (DA f 53)

Distributor: Document Associates

Grade level: 6

Subject taught: Language Arts

Order of use: preview, screen

Purpose of showing film:

To expose students to different types of birds; use as basis for note taking.

Teacher comments:

Film is very informative as to how to identify many species of birds...however, the film does very little to help the student appreciate the beauty and flight of these birds...film would be good for beginning bird watching club...film lacks emotional impact, aesthetic style.

Student comments: (*all sic*)

- I thought this film was very interesting because I've always been interested in birds. I know that the osprey was used to find fish and that robins were a sign of spring, but I never knew that the Romans predicted the future with birds. The movie told me a lot about birdwatching and different species of birds. It showed many fascinating pictures of birds. I especially liked it when the movie showed the cardinal. The blue heron and the osprey were interesting to look at, too.

- I didn't really like this movie. It didn't get my eye. Birds aren't really the thing I look for. It told a lot about birds all around. If you want to start it told you how to start looking for birds. It told you how they eat and what they look like.

- I thought this movie taught a lot about birds and how people are releated to them. The Romans predicted the future from crows flight and children watch robins for the spring. To start bird watching you need a field guide and some binoculars. Some good places to watch birds are near birdfeeders, in the woods, and on the water. One of the main objectives in birdwatching is to find out the spiecies and what the bird looks like, acts, and how it lives.

(continued on reverse side)

Student comments: (*all sic*)

- I thought this movie, on birds, was half good and half bad. It was good because they told you the difference between birds like the blue heron and the Louisiana heron. The movie was bad because it got boring....

- Learning to understand can be a lifetime hobby.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Educational Enrichment Materials (EEM)

Number Of Years Depositing Media For Evaluation: 2

Number Of Items Placed For Evaluation During 1980-1981: 17 kits

Packaging Qualities:

Durability Of Container: Above average

Design Of Package: Attractive, colorful logo and title; printed title on all sides would be helpful

Leader's Guide: When provided good to excellent

Comments:

Kits are generally well-done; some do not contain guides; others have very thorough guides with scripts; some contain too much material; as a group, they are well-received and in demand; covered all grade levels

User comment: (The) Wasted Years: The Depression -
"...best material I've seen on the human effects of 'The Great Depression' especially the sketchings of Kathe Kollwitz...."

Write It Skillfully -
"...excellent culminating activity... had my students taken notes... they then had to use
(continued on reverse side)

Worthy Of Note:

Amelia Bedelia -
"...can be used at many levels depending on how much time is spent and what you want children to master...."

America's 20th Century Wars: The International Challenge

Titles Evaluated:

Adventures In Dinosaur Land
Amelia Bedelia
America's 20th Century Wars: The International Challenge
(The) Ancient River Civilizations
Arabs Vs. Israelis: The Quest For Peace
Around The World In Eighty Days
Careers In Energy: Jobs In An Expanding Industry
City Under Fire: London
Constitutional Crisis And Confrontations
Fascism: The Rise Of Hitler
Greece
(The) Last Of The Mohicans
(A) Portrait Of Canada
Rome
Special World Of Kids
(The) Wasted Years: The Depression
Write It Skillfully

Comments: (continued)

their notes to aid them in creating a good piece of writing. The results were excellent...."

(A) City Under Fire: London -
"...Without cramming too many names, dates, places, etc., into one series, this kit provides a chronological, concise, informative, and interesting overview of Britain and its people just before and after the blitz...."

SUMMARY SHEET

BUILDING LEVEL MATERIALS

Company Name: EMC Corporation (EMC)

Number Of Years Depositing Media For Evaluation: 2

Number Of Items Placed For Evaluation During 1980-1981: 5 kits

Packaging Qualities:

Durability Of Container: Average

Design Of Package: Consistent, clear plastic tops allowed users to view contents

Leader's Guide: Available; in foreign language and corresponding English

Comments:

foreign language, grade levels ranged from junior high school to adult level; kits better placed in an individual school media center as they contain material that should be sequentially presented; material basically provided helpful tips on how to travel in a given country (key words and phrases); material addressed an otherwise difficult to obtain curriculum media need and well received

Worthy Of Note:

Titles Evaluated:

Hispanoamerica 1 - Al sur del Ecuador
Passport To France
Passport To Germany
Passport To Mexico
Passport To Spain

SUMMARY SHEET

Company Name: Esmeralda Films (E)

Media Format(s) Offered: 16mm films, building level materials

Number Of Years Depositing Media For Evaluation: 2

Number Of Films Placed For Evaluation During 1980-1981: 6 (includes a series of 5 films)

Composite Rating Of All Films Evaluated: 8.8
(see qualification on data sheet)

Bookings:

Maximum: 15
Average: 8.17

Screenings:

Maximum: 24
Average: 9.5

Average Number Of Evaluations Received: 5.0

Comments:

- major subject areas identified: music, career education, social studies, psychology, philosophy
- most frequently recommended grade level(s): senior high school to adult
- composite score: 8.8 based on 3 of 6 titles (50%)
- accuracy and production quality rated well above average
- user's objectives generally well met with student interface receiving mixed reactions -- the older the viewer, the higher the interface
- the music series (Zubin Mehta); while all titles were not equally used, all were well-received when used with appropriate audiences. (This series received a composite rating of 8.2)
- the industry version of "Malice" is equally difficult to use as the educational version evaluated during 1979-1980; however, it was well-received and effective when presented by a leader who was prepared to handle this sensitive topic. The "inner" film (film within a film)

(contd.)

Upper 25%:

Zubin Mehta Rocks The Gospel
Malice In Bigotland (Industry Version)

Titles Evaluated:

Zubin Mehta series:
(The) Education Of Zubin Mehta In The Eastern and Western Worlds
Zubin Mehta and His Masters: Piatigorsky and Rubinstein
Zubin Mehta: Commitment and Fulfillment As A Way Of Life
Zubin Mehta: "If You're Going To Lead, Lead"
Zubin Mehta Rocks The Gospel
Malice In Bigotland (Industry Version)

Comments continued:

can stand alone. The film as presented might prove to be more effective as a 2-reel presentation rather than as a single production.

- by and large, user data retrieved drew multiple comments on use, generally favorable

NAME OF COMPANY: Esmeralda Films METRO CODE: E

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Malice In Bigotland (Industry Version) E f 6B	8.5	15/24	10	S,R	s,a	(6-9) 10-a	3.8	3.4	3.7	10	0	8	0	9	0	4.8	3.8	Social Studies Psychology History Minority Studies Humanities Career Education Literature English
	User comments: Must be used as part of unit-should not be shown in isolation... tough, up-front film, preparation for viewing a must...inner film could stand alone if properly handled...study guide excellent, film indicates how employment practices are influenced by bigotry...film requires follow-up...first two segments slow but worth watching...final segment powerful montage of human atrocities caused by																	
																		Ethics Guidance American Studies Sociology Film Study
	User comments: prejudice...music often distracting...honest approach to prejudice is controllable rather than curable yet film lacks an essential aspect...what other than awareness can be done to control prejudice?...film does not present any positive suggestions or alternatives.																	
Zubin Mehta Rocks The Gospel E f 8A	9.1	8/10	6	U,S,R	s,a, pa,se	(6) 7-a	3.7	3.7	3.7	4	0	4	0	3	0	5.0	3.4	Social Studies History (Black) Music Humanities American Studies Ethnic Music Religion
	User comments: Excellent, powerful, music film which examines Mehta's involvement in Gospel music...more apt title would be "The Gospel Rocks Zubin Mehta"...not recommended for general use...very entertaining, almost shocking to white upper middle class kids who have had almost no exposure to blacks and their culture... unfortunately my students (grade 8) hold some terrible prejudice...they were amazed																	
	User comments: at the enthusiasm and deep emotion expressed by the performance.																	
Zubin Mehta: "If You're Going To Lead, Lead" E f 8B	*8.0	8/5	3	U,S,R	j,a, pa	7-a	4.0	3.7	3.3	2	1	3	0	2	0	4.5	3.5	Music Careers Humanities Leadership Training Programs
	User comments: While content is good, there is no excitement—musically or "filmically"...color intensity isn't there; intensity of performance is also lacking.																	
Zubin Mehta: Commitment and Fulfillment As A Way Of Life E f 8C	8.8	7/10	6	U,S,R	j,s, pa	7-a	3.8	3.8	3.8	3	1	4	0	3	1	4.0	3.1	Music Careers Psychology Counseling Leadership Training Programs
	User comments: Contains Mehta's philosophy of life as stated by him...music excerpts are not so long as to bore my students (grade 8)...film is "spiritual" and "philosophical"...low achieving students (high school) benefited from message-that finding a purpose in your life, working hard to develop yourself for that and expressing this achievement is a strong life fulfillment.																	
(The) Education Of Zubin Mehta In The Eastern and Western Worlds E f 8D	*7.3	6/5	3	U,R	j,pa	(8) 9-a	4.0	3.5	4.0	3	0	3	0	3	0	3.3	2.3	Music Philosophy Humanities
	User comments: Although film was beautiful, it was too difficult in concept for them (grade 5) to get much out of it.																**	

Explanation of code:

rating: |----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Emeralda Films METRO CODE: E

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Zubin Mehta and His Masters: Piatigorsky and Rubinstein E f SE	*7.8	6/3	2	U.R	j,pa	8-12	4.0	4.0	4.0	0	1	1	0	0	1	3.0	1.5	
	User comments: Use only for high school age musicians...too deep and involved for students not seriously interested in music...well thought out, much positive thinking.																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: (The) Education Of Zubin Mehta In The Eastern and Western Worlds (E f 8D)

Distributor: Esmeralda Films

Grade level: 5

Subject taught: Music

Order of use: screen

Purpose of showing film:

To acquaint students with the life and style of modern composers and conductors.

Teacher comments:

Film carries emotional impact, has aesthetic value, style and imagination - would stimulate the (appropriate) audience...although the film is beautiful it was too difficult in concept for my students (to receive full impact).

Student comments: *(all sic)*

- It was very clasical and soft music
- This movie showed me how popular music like this is.
- I thought it was a great classical music movie
- It showed me all about classical music.
- It is a musical experience it is a way of learning music of an orchestra and a man with gifted talented
- This movie taught me about Zubin Mahter was a famos conducter and composer and put a lot of feeling into his work.
- It said that there is a person in the world that likes to teach how he feels.
- This film brought to me to learn to put everything you have into what your are doing.
- I learned that music can be expressed in many different way this was Zubin Mahter's way.
- It brought the feeling of music to just be more the music it brought a wonder to my mind

(continued on reverse side)

Student comments: (*all sic*)

- I hated this kind of music.
- I don't like this kind of music.
- I didn't like it I hated it
- I really didn't like it because I dislike this music.

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SUMMARY SHEET

BUILDING LEVEL MATERIALS

Company Name: Esmeralda Films (E)

Number Of Years Depositing Media For Evaluation: 2

Number Of Items Placed For Evaluation During 1980-1981: 1 kit

Packaging Qualities:

Durability Of Container: Above average

Design Of Package: Attractive, magnetic design

Leader's Guide: Available, useful with careful attention to detail

Comments:

*

Worthy Of Note:

Titles Evaluated:

(The) Immortality Principle

* Less than 4 individual programs deposited results in insufficient data retrieval. Therefore no conclusions are drawn on production quality; no editorial comment provided.

SUMMARY SHEET

Company Name: Films, Inc. (FI)

Media Format(s) Offered: 16mm films, building level materials, videotape

Number Of Years Depositing Media For Evaluation: 8

Number Of Films Placed For Evaluation During 1980-1981: 9

Composite Rating Of All Films Evaluated: 8.27
(see qualification on data sheet)

Bookings:

Maximum: 15
Average: 10

Screenings:

Maximum: 27
Average: 16.2

Average Number Of Evaluations Received: 6.78

Comments:

- major subject areas identified: science, guidance, in-service, English (language arts), psychology, philosophy, social studies
- most frequently recommended grade level(s): junior high school to adult
- composite score: 8.27 based on 6 of 8 titles (75%)
- accuracy and production quality rated well above average
- user's objectives well met with student interface receiving mixed reactions (from a low of 1.6 to a high of 4.0 [2 times])
- basic curriculum films enjoyed active utilization
- two "difficult to use" type films were both extremely well-received by users
- leader's guides are not always available; most productions require targeted objectives for most effective use
- recommended: more attention be given to total length of film. Since most productions require pre and post discussion with audiences, long

(contd.)

Upper 25%:

Journey To The Stars
Teach Me To Dance

Titles Evaluated:

(The) Anguish Of Abraham
For The Love Of Fred
(The) Great Barrier Reef
Iraq-Cradles Of Civilization
Journey To The Stars
Lebanon - Modern Mosaic
Morocco - A Berber Portrait
(A) Real Naked Lady
Teach Me To Dance

Comments continued:

(25 minute) films do not allow for this at the junior and senior high school level (class periods of 40-45 minutes)

NAME OF COMPANY: Films, Inc. METRO CODE: FI

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(The) Great Barrier Reef	8.7	15/27	11	S,R	e,m, j,s, pa,sa	(K-4) 5-a	3.7	3.8	3.9	10	1	11	0	10	0	4.6	3.6	Science Reading Social Studies Oceanography Biology Earth Science
	User comments: (Ed. note: Users gave high marks to composite rating and meeting users objectives-but offered no specific comments for inclusion here...most unusual for an item well-utilized and well received.)																**	
FI f 103																		
Journey To The Stars	9.1	13/26	8	S,R	e,m, j,s	(4-6) 7-a	4.0	4.0	3.8	7	1	8	0	7	1	4.5	3.5	Film Study Astronomy General Science Earth Science Physical Science Futuristics Geography Extraterrestrial Biology
	User comments: Excellent film depicting overview of modern cosmology highlighting key points of stellar evolution...computer simulations presented an accurate look at phenomena in the universe.																**	
FI f 104																		
(A) Real Naked Lady	7.3	12/23	15	U,S,R	j,s, a,te	(5-8) 9-a	3.6	3.7	3.6	13	0	13	0	12	1	4.0	3.5	English Art Health Home Economics Biology Language Arts Graphic Arts (Cinematic Tech.)
	User comments: Sensitive, realistic, delicate treatment of an important topic: how children (young boys) are taught to perceive the female human body...great in a women's studies course on the exploitation of female sexuality by/in magazines and other media...simple plot; eloquently told in some fine close-ups...(several)-good																	
FI f 105																		
																		Sex Education Guidance Humanities Family Life
	User comments: discussion points...very impressed...two points to be of strong value and should be brought out in discussion: 1.How Jacob's friends reacted, 2.How the art teacher reacted...film works with a good concept...handles it well...failures are in the																	
	User comments: first half: the gesturer (to the news dealer), and some of the slang used by the boys...excessive (prolonged) nudity is probably essential, but will limit the number of people who will/can use it...a teacher who is prepared will handle and																	
	User comments: use this film with great discretion and great success...is a film made for adults and kids!																**	
For The Love Of Fred	7.2	10/12	6	S,R	e,a, se	K-3 (4-5)	4.0	4.0	4.0	4	0	4	0	4	0	4.4	4.0	Language Arts Humanistic Studies Social Studies Guidance Science
	User comments: Too long, corny...some of the voices of puppets are offensive... outstanding film for "reviewing" the value of friendship...used at different levels it can serve to motivate a variety of discussions on human characteristics and initiate introspection.																	
FI f 106																		

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available Col. 2; /S (screenings)

NAME OF COMPANY: Films, Inc. METRO CODE: FI

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(The) Anguish Of Abraham	9.3	6/6	4	U,S,R	e,s	(10) 11-a	4.0	4.0	4.0	3	0	3	0	3	0	5.0	4.0	English Psychology Humanities Philosophy
FI f 107	User comments: Excellent...prompts discussion of man's responsibility, man's predicament, and man's integrity...ably pursues and explains and dramatizes profound questions concerning man's existence and manner of life...ideas searched out in film are universally pertinent to many disciplines...production quality is excellent-use																	
	User comments: of color, sound, etc. all great...only slight weakness was narration-slightly monotonous...helps to define existentialism...puts into a context the philosophy and literary as well as practical application...this film directly showed the																	
	User comments: influence of biblical literature on modern thought...can be used as a value/moral development discussion. **																	
Lebanon - Modern Mosaic	*6.5	5/18	2	S,R	j,s	7-a	3.5	4.0	3.0	0	2	1	1	0	2	1.0	1.6	World History Geography Social Studies Ancient History
FI f 108	User comments: Useful for grades 7-8 doing geography...also for Ancient Civilization ...a sugar coat for present day views...slow paced...can be an excellent film if it pertained directly...shown for general background for today's mideast problems... brought little response.																	
Morocco - A Berber Portrait	*6.8	5/4	2	S,R	j,s	(5-6) 7-10 (11-a)	3.5	4.0	3.5	1	1	2	0	2	0	3.8	2.0	Geography Comparative Cultures World Cultures
FI f 109	User comments: Quick well-organized look at an important and strategic African country. **																	
Iraq-Cradles Of Civilization	7.5	12/16	6	U,S,R	p,e, j,s	(6-8) 9-a	3.8	3.4	3.0	4	1	3	2	4	1	4.1	2.8	World History Ancient History Geography, Art, Contemporary Affairs, Religion, World Cultures Social Studies Western Civilization
FI f 110	User comments: Boring and confusing...visuals very well done, verbal presentation much too slow paced...what could have been expressed in 15 minutes took double the time...study of Iraq from its early history to the present.																	
Teach Me To Dance	8.8	12/14	7	S,R	e,s, se	4-a	4.0	4.0	4.0	7	0	6	0	6	0	4.7	3.6	History Problems of Democracy Social Studies Reading Humanities Language Arts Home Economics Prejudice
FI f 111	User comments: An effective way to present prejudice...most students think of prejudice in terms of black/white...tells of prejudice against Ukrainian people and leaves lots of room for comparison with modern prejudice in today's society. **																	

Explanation of code:

rating: 1----------10 poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult r-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: (The) Anguish Of Abraham (FI f 107)

Distributor: Films, Inc.

Grade level: 12

Subject taught: Advanced Placement English

Order of use: screen, postdiscuss

Purpose of showing film:

Students preparing to write comparative essay on three films, one of which was The Anguish Of Abraham.

Teacher comments:

Excellent: prompts discussion of man's responsibility, man's predicament, man's integrity. Ably pursues and explains and dramatizes profound questions concerning man's existence and manner of life. Ideas searched out in film are universally pertinent to many disciplines (business, science, law, medicine, for example).

Student comments: *(all sic)*

- This film was say you should be honest with everyone especially yourself
- It showed me how people should live with their beliefs and think before they make a decision that may affect their life or someone elses.
- We must take on responsibilities and make the right choices that is good for all, not just for you.
- You weren't put on this earth to enjoy all happiness you recieve but to respect & help others to be happy.
- A person must follow his own beliefs to be truely happy.
- When one must make a decision, to choose, he is truly alone; and it is his faith in the decision he has made, the knowledge that he has made the right choice, that makes a man authentic.
- This film said that it is better to make a choice and believe in it, then to be a non-authentic person without any true values.

(continued on reverse side)

Student comments: (*all sic*)

- This film said to me that being a human being is not easy, for the choices you make can be deterred by emotions and beliefs.

- This film revealed a distinct message to the viewer: that everyone must show a responsibility to something or someone at one point in their life.

- That man has a right to make or change his destiny and perform his own actions without relying on a god.

- When you make a decision, for better or worse, you must accept the responsibility for that decision.

- At the moment of choice you are alone and you have to live with the descision.

- To except what happens and not to question the lord when he asks or does something.

- Happiness is not the most emportant thing to be achieved in life, but helping others and not being selfish is.

- Everyone must make choices in life; some make a choice with a good consequence, and others make a choice that has a bad consequence. Whatever the choice is they must live with it and deal with it realistically.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Films, Inc. (FI)

Number Of Years Depositing Media For Evaluation: 8

Number Of Items Placed For Evaluation During 1980-1981: 6 kits, 3 videotapes

Packaging Qualities:

Durability Of Container:	Fair; containers break easily at corners, however, inside supports help to preserve materials included
Design Of Package:	Consistent; sameness of design on box is confusing, misleading to users
Leader's Guide:	Available; useful, careful attention to detail

Comments:

Kits are "moviestrips" taken from Hollywood productions. They continue to be popular items with users and generally speaking are well-received. In most instances, great care has been taken to develop the individual parts to meet (sometimes) multiple curriculum needs. The placement of three videotape programs was experimental and served to lay the foundation for implementing the inclusion of television services in METRO in 1981-1982. Each videotape program (which was selected with extreme care) would have enjoyed heavy utilization had they been in 16mm format. Lack of available hardware and lack of teacher training in the use of videotape became obvious early in the year.

Worthy Of Note:

Reading, Writing and Reefer (see student comment sampling) -
"...recent, updated and <u>necessary</u> information...."

Titles Evaluated:

Kits:	H.G. Wells: Father Of Science Fiction Hamlet Macbeth Reading, Writing and Reefer (The) Scarlet Letter Washington And The Revolution
Videotapes:	(The) Brendan Voyage St. Joan Queros, The Shape Of Survival

Student Comment Sampling:

Title: Reading, Writing and Reefer

Grade level: 7, suburban, middle school

Subject taught: Group guidance

Teacher comments:

"...produced 1978... discusses real effects of marijuana... moves quickly... uses 'experts' (those admitting to error years ago when they said drug was no different than alcohol and tobacco... convincing... (inclusion of) Snyder's book Uses of Marijuana would have been helpful...."

Student comments: (*all sic*)

- ...extremely educational, I now understand how many people smoke pot. I can't stand cigaretes or any kinds of drugs, there is a term for being "high" it is "wasted"....

- ...very many people are on pot at very young ages as 8-29 or so. It causes people to have defected children. People done't know what it does to them and they think it's good for their lungs. Marijuana is imported by the tons.

- ...people take drugs & think it has no affect on them at all. ...People who take it just can't handle life's problem so they smoke it. They say it's an 'experience' but to me it's stupid.

- ...young people 7,8,9 years of age are smoking marijuana. The film made me very depressed, and sad.

- ...alot of kids are smoking marijuana. Marijuana is very dangerous and people very young are taking it too. Marijuana can damage your brain and other parts of the body.

- That many kids are confused about it they think it is good for you. But is not healthy for you lungs or your body it could give you brain stamage not remebing.

- ...I feel that it dosen't get rid of your worries everyone has worries and they'll still be there when you get unstoned.

- This film said to me that marijuana is a very dangerous, & unhealty drug. (5 joints-112 cigarrettes)

- Marijuana isn't just a teenager problem.

- It made it more clearer to really see what drugs really do to you.

- To leve pot out of your life.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Guidance Associates (GA)

Number Of Years Depositing Media For Evaluation: 13

Number Of Items Placed For Evaluation During 1980-1981: 3 kits (one of which was a series of 12 programs)

Packaging Qualities:

Durability Of Container: See comment section

Design Of Package: Not uniform; blue boxes most attractive

Leader's Guide: Available; helpful

Comments:

packaging quality has improved both in durability and design with the use of the blue containers; Your Body series explains body system by system for the much-needed elementary level; Britain: An Enduring Heritage contained far too much, and not enough material, too ambitious

Worthy Of Note:

Titles Evaluated:

Britain: An Enduring Heritage
Thomas Jefferson: Architect Of Liberty
Your Body: An Introduction
Your Body: Body Defenses
Your Body: Brain and Nervous System
Your Body: Digestive System
Your Body: Ears
Your Body: Eyes
Your Body: Heart and Circulatory System
Your Body: Lungs and Respiratory System
Your Body: Muscles and Bones
Your Body: Nose, Mouth, and Throat
Your Body: Skin and Hair
Your Body: Teeth

Student Comment Sampling:

Title: Your Body: Digestive System
Your Body: Heart and Circulatory System
Your Body: Lungs and Respiratory System

Grade level: Suburban area, middle school

Subject taught: Science

Teacher comments:

accuracy of information: high
quality of production: high

Student comments: (*all sic*)

- Dear movie company, We are learning about three systems of are body. Our teacher showed us the three movies. I liked the Circulatory sytem the best because I like to care for my heart and whole body. Thank you for sending them and have a nice day.

- ...I learned that all veins that are in your body put together can go around the world twice and that your heart beats 100,000 times a day....

- ...I learned that the heart is as big as your fists... I learned in the digestion filmstrip that your stomach looks different when you are hungry than when you are full.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Harcourt Brace Jovanovich (HBJ)

Number Of Years Depositing Media For Evaluation: 1st year participant

Number Of Items Placed For Evaluation During 1980-1981: cassettes, kits, records, study prints

Total number: 16 - each with multiple parts; all of which are interrelated

Packaging Qualities:

Durability Of Container: Average

Design Of Package: Colorful, attractive, more attention is needed in labeling various parts

Leader's Guide: Available

Comments:

Low circulation of materials (not unusual for 1st year participants). Attention is needed to packaging and labeling of interrelated parts which will help users more easily identify materials needed. All items deposited were for elementary grades (K-8). Several items received favorable comments relating to production quality, clarity of visuals, care in attention to detail.

User comment: Concepts In Science (Curie Edition Study Prints) - "Excellent pictures for display and class discussion. Large enough to use with entire group. Colorful and very interesting for primary or pre-school work!"

(continued on reverse side)

Worthy Of Note:

(all interrelated items)

Titles Evaluated:

Cassettes: Language For Daily Use Poetry Cassettes (Grades 4,5 and 6)

Kits: Concepts In Science Sound Filmstrips, Series Two
- Grade 1 - New Plants From Seeds/Where Rain Comes From
- Grade 2 - City Plants/Colors In White 'Light

Growth In Mathematics Sound Filmstrips
- Grade 4 - Fractions/Beginning Long Division Congruence/Metric Measure

(continued on reverse side)

Comments:

User comment (continued):

Growth In Mathematics (Sound Filmstrips - Grade 5) -
Decimal Places/Mixed Numerals -
"Repetitive for fast students. Excellent for slow students." "Clever way of presenting material. Use an introduction to each area, or as culminating activity."

Titles Evaluated:

Kits:

Grade 5 - Decimal Places/Mixed Numerals
Graphing Points/Area And Volume
Grade 6 - Approximating Numbers/Per Cent And Ratio
Compass Constructions/Estimating Measures

Health: Decisions For Growth Sound Filmstrips
Grade 7 - Heredity: What Is DNA/You And Your Family
Mind-Body Exercise/Health Consumerism
Grade 8 - The Brain: How It Works For You/You And Your Friends
Knowing About Drugs/Health Institutions: Present And Future

Language For Daily Use Sound Filmstrips
Grade 1 - Using Sentences/What Rhymes
Grade 2 - Tell It In Order/Sound Words
Grade 3 - Keep To The Topic/Using Lively Words

Self-Expression And Conduct: The Humanities Sound Filmstrips
Grade K - All Ways Moving/Giants Can Move Too
Funny Faces, Sunny Spaces/And Then What Happened
The Magic Crayon/Sing-a-Song Sarah
Grade 2 - The Ways I Feel/Music Magic
Over And Over/The Great Scramfoozler Of Zoo
Inside-Outside-All Around/Ways To Play
Grade 5 - In An Art Museum/Sun Dancers
Heroic Legends/Dramatic Experience
Expressions Of Faith/Adventures In Creating
Grade 6 - An Artist's Vision/A Dance Of Life
Music Through The Ages/Conflict In Drama
The Poetry Of Language/Knowing Your Craft

(The) Social Sciences: Concepts And Values Sound Filmstrips
Grade 2 - My Family and Yours/Let's Go There/Buying From Your Neighbor/Your Playground/Who Helps You Learn?
Grade 4 - Learning/Changing The Land/Barter Or Buy? There Ought To Be Law/Getting Together

Records: Self-Expression And Conduct: The Humanities Records
Grades K,1,2,3,4,5 and 6

Study Prints: Concepts In Science Study Prints, Curie Edition
Health: Decisions For Growth Study Prints, Grade K
Self-Expression and Conduct: The Humanities Beginning Level
(The) Social Sciences: Concepts And Values Beginning Level
(The) Social Sciences: Concepts And Values 40
(The) Social Sciences: Concepts And Values Study Prints Red

SUMMARY SHEET

Company Name: Journal Films (J)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 5

Number Of Films Placed For Evaluation During 1980-1981: 12 (includes a series of 6 films)

Composite Rating Of All Films Evaluated: 7.1
(see qualification on data sheet)

Bookings:

Maximum: 19
Average: 11.1

Screenings:

Maximum: 35
Average: 13.1

Average Number Of Evaluations Received: 6.9

Comments:

- major subject areas identified: science, social studies
- most frequently recommended grade level(s): upper elementary to senior high school
- composite score: 7.1 based on 11 of 12 titles (92%)
- accuracy rated high; production quality met with mixed reactions
- user's objectives were generally met; again, student interface was mixed
- strong focus on biographies of presidents (50% of films placed); however, general reaction to this series was negative. While the information presented in each production was good/useful, the filming technique and the narration (narrator) was not, leaving audiences with negative comments.
- cartoon-type productions are not well-received by student audiences
- science films, although not appealing/exciting, did convey useful information, thus receiving generally favorable acceptance by audiences.

Upper 25%:

Booom
Northern Lakes
Thomas Jefferson

Titles Evaluated:

Presidential series:
Abraham Lincoln
Andrew Jackson
George Washington
James Madison
John Adams
Thomas Jefferson

Booom
Ginny and Brad Build A Doghouse
Northern Lakes
Studying Chemical Interactions
Studying Fluid Behavior
Studying Gravitation And Mass

NAME OF COMPANY: Journal Films METRO CODE: J

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	Career Education Social Studies Art Sequencing and Logical Thinking Reading Language Arts
Ginny and Brad Build A Doghouse	*9.0	7/3	3	R	e	K-4 (5)	4.0	4.0	4.0	3	0	3	0	3	0	4.5	3.5	
J f 64	User comments: Rhythm of song and story are smooth and supportive to the material problem...very well done...didn't feel that it was appropriate for grade 1, and because of content and way presented, I don't feel it would be worthwhile above a 4th grade level...good for sequencing and planning a group project. **																	
Boom	8.6	11/10	6	S,R	m,j	(5-6) 7-a	3.6	3.6	3.6	5	1	6	0	6	0	4.2	3.5	Social Studies Science History Political Science Values Current Events
J f 65	User comments: I'm not sure one can deal with this subject in a humorous manner... film did serve its purpose as basis for discussion of the arms race and the potential for a nuclear disaster either intentionally or accidentally.																	
Northern Lakes	8.4	7/14	8	S	m,j, s,se	(K-3) 4-a	4.0	3.9	4.0	3	2	5	2	6	1	4.8	3.8	Science Social Studies Ecology Conservation Animal Study
J f 66	User comments: Good photography...new animals for some of us...the students like seeing the "old familiars"...summarized habits concerning young particularly of a great variety of wildlife...not good for geography because only briefly mentions location...beautiful wildlife photography...good film on ecology for very young																	
	User comments: children...shows relationship of plants and animals with their environment...lacks enthusiasm.																	
Studying Chemical Interactions	7.4	16/26	11	U,S,R	e,m,j, s,p,pa	(4-6) 7-12 (a)	3.7	3.5	3.3	6	5	8	2	8	2	4.1	3.3	Science Chemistry
J f 67	User comments: Thought that the presentation of material was a little childish for a regular chemistry class (grade 11)...film illustrates several kinds of chemical reactions...directly reinforces units on chemistry in most 5th and 6th grade science series...simple and clear presentation...this is best piece of A-V on this topic that I have seen...please purchase!. **																	
Studying Fluid Behavior	7.5	8/14	4	S,R	m,j	(5-6) 7-10 (11-12)	3.8	3.8	3.5	2	2	4	0	4	0	4.0	2.9	Physical Science Physics Earth Science
J f 68	User comments: Excellent demonstrations...film can lead to student or teacher devised experiments...film shows aspects that would be difficult to duplicate in classroom.																	
Studying Gravitation And Mass	7.8	14/35	11	S,R	m,j,e, pa,se	(5) 6-10 (11-a)	3.9	3.6	3.9	3	6	8	1	10	0	4.4	3.1	Physical Science Physics Mathematics
J f 69	User comments: Several very good experiments shown, requiring a very minimum of equipment...good graphing of data technique shown...students enjoyed the movie... they were able to answer alot of the questions themselves (special education)...a few of my students wanted to try their own experiments...great physics film.																	

Explanation of code:

rating: |----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Journal Films METRO CODE: J

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
George Washington	7.3	18/11	10	S,R	e,s,p, se	4-9 (10-a)	3.6	3.3	3.4	5	1	6	1	6	1	4.2	3.4	Social Studies History Biography U.S. History
J f 70	User comments: Fast pace of film helps keep students motivated and responsive... well done in comparison with other films about the period in that it is realistic... not for early grade 3...gives varied information...material presented was authentic, well-chosen, quite interesting and complete...should be e,j, not e j,s.																	
James Madison	5.8	7/4	4	U,S	e,j,s, p,pa,se	(5-6) 7-8 (9-a)	3.5	3.3	3.3	2	2	4	0	1	3	3.3	2.7	History English
J f 71	User comments: Somewhat boring for this level (5)...better for high school...while material covered is quite complete, interesting, and well done, the teacher should be aware that the format is rather elementary...strikes one as a filmstrip put into a 16mm format.																	
Thomas Jefferson	8.5	12/8	6	U,S,R	e,j,pa	(3-4) 5-8 (9)	3.7	3.5	3.7	4	1	5	0	5	0	4.9	3.5	History Social Studies Biography
J f 72	User comments: Excellent at 5th grade level for U.S. History...series of still pictures are used along with an outstanding narrative to create an atmosphere of early colonial life and the colonist's feelings regarding British restrictions... film content moves swiftly enough to keep the audience interested. **																	
John Adams	*7.3	5/5	3	U,S	j,pa, se	(1-4) 5-6 (7-a)	4.0	3.3	4.0	2	1	2	1	2	1	4.3	3.0	American History Social Studies
J f 73	User comments: Boring.																	
Andrew Jackson	4.5	9/14	7	U,S,R	e,j, s,pa	(4-5) 7-8 (9-10)	3.2	2.6	3.4	3	3	2	4	3	3	3.2	2.3	U.S. History
J f 74	User comments: Good for facts only...student didn't like the movie because it was in cartoon form...technique amateurish...very elementary.																	
Abraham Lincoln	5.1	19/13	10	U,S,R	e,j,s, p,se	3-8 (9-a)	3.6	3.1	3.2	7	3	4	3	6	3	2.5	2.4	U.S. History Biography Language Arts Social Studies
J f 75	User comments: Cartoon effect is poor...kids got very involved in this movie (grade 3)...applauded...requires some previous knowledge of the civil war to be effective, because of gaps in the presentation...information provided, insights presented are superb; format is biggest drawback...clearly not for a high school class.																	
	User comments:																	

Explanation of code:

rating: 1==========10
poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e=elementary s=senior high pa=parochial
m=middle c=college p=private
j=junior high a=adult t=technical
se=special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Thomas Jefferson (J f 72)

Distributor: Journal Films

Grade level: 5

Subject taught: All

Order of use: prediscuss, screen, postdiscuss

Purpose of showing film:

To add depth to the study of the revolutionary war.

Teacher comments:

This film is an excellent film on the historical period which Thomas Jefferson influenced.

Student comments: (*all sic*)

- This film said to me that Thomas Jefferson had as many difficulties in his life as he did easy spots. It was a good film and should be shown again.
- Thomas Jefferson said and wrote what he believed in, and wanted.
- I learned from this film that Thomas Jefferson helped America be free.
- In this movie I learned that Thomas Jefferson is a very considerate man. I also learned of his ideas and thoughts. I think that Thomas Jefferson is a very nice person.
- I learned that Thomas Jefferson did many other important things besides writing the Declaration of Independence.

SUMMARY SHEET

Company Name: National Audiovisual Center (NAC)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 3

Number Of Films Placed For Evaluation During 1980-1981: 13

Composite Rating Of All Films Evaluated: 7.7
(see qualification on data sheet)

Bookings:

Maximum: 10
Average: 4.3

Screenings:

Maximum: 12
Average: 4

Average Number Of Evaluations Received: 2.3

Comments:

- major subject areas identified: health, science, social studies, guidance
- most frequently recommended grade level(s): junior high school to adult
- composite score: 7.7 based on 3 of 13 titles (23%)
- accuracy and production quality generally well-received where date is available
- user's objectives were met where student interface rated above average
- low utilization in spite of clearly targeted subject areas and audiences. Failure to retrieve adequate amounts of data is reflected in low scores.
- lack of leader's guides can be directly attributed to low utilization/lack of data retrieval
- most productions are low budget-type categories. It should be noted that

(contd.)

Upper 25%:

Al's Garage
Note: lack of sufficient data limits selection in this area to a single title only.

Titles Evaluated:

Al's Garage
(The) Gifts, revised ed.
Golden Spike
(The) Granite Lady
(A) Great White Bird
Hotline
In The Beginning
(The) Legend Of Paulie Green
(The) Numbers Start With The River
Reflections: George Meany
Reflections: Margaret Meade
Roy Wilkins - The Right To Dignity
True Blue

Comments continued:

this company is a distributor of films produced by various federal agencies whose purpose is to provide information only; i.e., not much attention is given to style of presentation

130

NAME OF COMPANY: National Audiovisual Center METRO CODE: NAC

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(The) Numbers Start With The River	*8.8	4/5	2	S,R	j,s,se	(6-8) 10-12	3.5	3.5	3.5	2	0	2	0	2	0	3.8	3.0	Social Studies Geography
NAC f 57	User comments: NA																	
In The Beginning	7.2	10/11	5	U,S	j,s, t,se	(6) 7-12	3.4	3.4	3.4	5	0	4	1	4	1	3.9	3.2	Counseling Science Current Events Social Studies Health
NAC f 58	User comments: Provides a basis for developing this topic to a much greater degree...a little outdated to use with teenagers...with things moving in the direction of drugs and alcohol dependence this film provides some positive steps for change.																**	
Al's Garage	9.0	9/7	4	U,S,R	m,j, s,se	(6) 7-a	4.0	4.0	4.0	4	0	4	0	4	0	4.8	3.8	Driver Education Health Science Drug Rehabilitation
NAC f 59	User comments: Good use of peer pressure tactics.																**	
(The) Gifts, Revised ed.	*___	0	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	
NAC f 60	User comments: No bookings, no evaluation.																	
(The) Granite Lady	*8.0	0/1	1	S	a	7-a	3.0	3.0	3.0	1	0	1	0	0	0	___	___	History San Francisco Architecture
NAC f 61	User comments: Contains great amount of history - particularly San Francisco... good film.																	
(The) Legend Of Paulie Green	*___	3/0	0	___	___	___	___	___	___	___	-	___	___	___	___	___	___	
NAC f 62	User comments: NA																	
Hotline	*7.0	7/1	1	S	m	5-7	3.0	3.0	3.0	1	0	1	0	1	0	3.0	___	Drugs Science
NAC f 63	User comments: NA																**	

Explanation of code:

rating: |----------|0
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: National Audiovisual Center METRO CODE: NAC

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
True Blue	*8.0	1/2	2	S	a	(7-9) 10-a	4.0	3.5	3.5	2	0	0	2	0	1	5.0	—	Guidance Family Life Child Development Psychology Sociology Parenting
NAC f 64	User comments: Interesting depiction of 'traditional' family...good for discussion of family models and roles; makes a pretty good cause for traditional family...also good for discussion of the role of play in a child's life and how parents can/should relate to that play..."best" audience is parent, but high school and college stu-																	
	User comments: dents should see this film as part of their studies in Child Development and as roles of parents-to-be!																	
(A) Great White Bird	*9.0	5/7	3	S	s,se	(3-8) 7-a	3.7	3.7	3.3	3	0	3	0	3	0	4.7	3.4	Science Ecology Zoology Biology Conservation
NAC f 65	User comments: Excellent!																	
Roy Wilkins - The Right To Dignity	*9.0	4/2	2	S	j,a	(3-6) 7-a	4.0	4.0	4.0	2	0	1	1	1	0	5.0	4.0	U.S. History Black History Sociology
NAC f 71	User comments: Excellent.																	
Golden Spike	6.8	9/12	8	U,S	e,j, s,pa	5-a	3.5	3.2	3.4	6	2	7	1	5	2	3.5	2.5	U.S. History Social Studies Transportation Railroads Settling Of West
NAC f 72	User comments: Not a "teaching" film - strictly reinforcement...script was very good...interesting topic, poorly presented in pictures...narrator's voice sometimes irritating...did a nice job of explaining how and why the transcontinental railroad was constructed...narration and photography excellent. **																	
Reflections: Margaret Mead	*3.0	2/2	1	S	s	12	4.0	4.0	3.0	0	1	0	1	0	1	1.0	2.0	Anthropology Sociology
NAC f 73	User comments: Format does not make for interesting viewing.																	
Reflections: George Meany	*8.5	2/2	1	U	j,s,t	9-12	4.0	4.0	4.0	1	0	0	0	1	0	3.5	—	History Labor Movement
NAC f 74	User comments: NA																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: (A) Great White Bird (NAC f 65)

Distributor: National Audiovisual Center

Grade level: 10-12

Subject taught: Zoology

Order of use: preview, prediscuss, screen

Purpose of showing film:

What problems exist with endangered species and what can be done and has been/is being done.

Teacher comments:

Excellent! Accuracy of information, production quality and selection of content good to excellent and film carries emotional impact, has aesthetic value, style and imagination.

Student comments: (*all sic*)

- The photography was really good and the narration wasn't boring. The movie was very good.
- People of every nation must come to realize that many species of animals are nearing extinction and unless they come to realize this the world is going to be empty without many beautiful animals.
- If man is not careful he will kill off the wild animals.
- The whooping crane is coming close to extinction and that it will take a lot of work to save them.
- That with mans help maybe wild animals will live.
- This film taught me that in order to avoid extinction of the whooping crane we must experiment with ways of increasing their species.
- It (*the film*) should be replaced if ever damaged!
- This film told me that the Whooping Crane isn't too hot about reproducing.
- It says to me how incredibly high the odds against survival for the whooping cranes are.

SUMMARY SHEET

Company Name: National Geographic Society (NG)

Media Format(s) Offered: 16mm film, building level materials

Number Of Years Depositing Media For Evaluation: 7

Number Of Films Placed For Evaluation During 1980-1981: 12

Composite Rating Of All Films Evaluated: 8.7
(see qualification on data sheet)

Bookings:

Maximum: 18
Average: 14

Screenings:

Maximum: 48
Average: 23.1

Average Number Of Evaluations Received: 10.3

Comments:

- major subject areas identified: science, social studies
- most frequently recommended grade level(s): all inclusive - from 4th grade to adult general audience appeal
- composite score: 8.7 based on 100% of titles
- accuracy (3.9) and production quality (3.9) superior in all titles placed
- user's objectives met with high rank (4.5) as is reflected in high student interface scores
- abundance of teacher and student commentary
- every leader's guide reflects detail and extreme care; every title has an accompanying leader's guide
- aesthetic value unquestioned; audiences highly stimulated; provoking awe and wonder

Upper 25%:

Our Dynamic Earth
(The) Two Worlds Of Hong Kong
(The) Right Whale: An Endangered Species

Titles Evaluated:

Coral Reef
(A) Desert's Living Sands
Life and Death Of A Tree
Life Cycle Of The Honeybee
Life Cycle Of The Silk Moth
Mammals
North American Indians Today
Our Dynamic Earth
(The) Right Whale: An Endangered Species
Tadpoles and Frogs
(The) Two Worlds Of Hong Kong
(The) World Of Insects

NAME OF COMPANY: National Geographic Society — METRO CODE: NG

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Life Cycle of the Honeybee	8.4	13/20	9	S.R	e,m,s	4-a	3.9	4.0	4.0	5	4	9	0	9	0	4.2	3.5	Science Life Cycles Animal Behavior Biology Social Studies
NG f 38	User comments: Excellent photography...all during film students were attentive...a lively discussion followed...best source of study on bees I have ever used.																**	
Life Cycle of the Silk Moth	8.1	6/4	4	S.R	e,j	(1-6) 7-a	4.0	4.0	4.0	2	2	3	1	3	1	4.3	3.5	Science Biology Close-up Photography Life Science
NG f 39	User comments: Good close-up photography-observation of complete life cycle... narrator's voice fine, but I got a little confused during presentation.																	
Tadpoles and Frogs	8.6	10/13	8	S.R	e,m, s,se	(K-4) 5-9 (10-a)	4.0	4.0	4.0	4	4	6	1	6	2	4.4	3.4	Science Nature Study Biology
NG f 40	User comments: Very good film on growth of tadpoles into frogs...students enjoyed the excellent photography and the narration was easy to understand (grades 6-8, special education)...although small children are shown at the beginning, older children can benefit clearly from seeing the very clear metamorphosis from tadpole to frog.																	
Mammals	8.7	16/12	9	S.R	e,m, j, se	(2-4) 5-7 (8-10)	4.0	4.0	4.0	5	4	8	1	9	0	4.5	3.8	Science Animal Behavior Social Sciences Oceanography
NG f 41	User comments: Excellent photography...good over-all preview to unit on mammals... no specific, in-depth information...a little choppy, but very good at arousing interest...narration is easy to comprehend...terrific film which grades 2 & 3 enjoyed.																**	
(The) Two Worlds Of Hong Kong	9.3	14/21	8	S.R	m,j,se	(4-5) 6-a	4.0	4.0	4.0	8	0	8	0	8	0	4.5	3.9	Family Life Comparative Culture Geography Humanities Social Studies English World History Urban Studies
NG f 42	User comments: Students on the whole rate film as superior in learning about other cultures...very good for unit on China...excellent film, well documented, well-balanced and up-to-date.																**	
Our Dynamic Earth	9.4	15/31	10	U.S.R	m,j,s, p,se	5-a	3.8	3.9	3.8	9	1	10	0	9	1	4.9	3.7	General Science Earth Science Geology Oceanography
NG f 43	User comments: Shows some things not usually shown in films on volcanoes (i.e., an underwater eruption)...through diagrams and actual footage, film does an excellent job of explaining.																**	
Coral Reef	8.4	18/48	17	S.R	e,m,j, s,se	(K-5) 6-a	3.9	3.8	3.9	10	6	15	1	14	0	4.2	3.4	Science Biology Ecology Social Studies Oceanography Ecosystems Zoology
NG f 44	User comments: Children (grade 4) liked little animals hiding in coral...excellent photography...as good as any and better than most...shows relationship of food chain...very informative film...excellent underwater photography...exhaustive presentation of coral.																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban; S - suburban; R - rural

levels of schools: e-elementary, s-senior high, pa-parochial, m-middle, c-college, p-private, j-junior high, a-adult, t-technical, se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: National Geographic Society METRO CODE: NG

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
North American Indians Today	8.0	12/9	6	S	e,m, s,se	(2-6) 7-a	3.7	3.7	3.3	6	0	5	1	5	1	4.0	3.1	Social Studies Sociology English
User comments: Good for history, maybe junior high school...really shows what happened to Indians in this country and their culture...needs pre-discussion.																		
NG f 45																	**	
(The) World Of Insects	8.6	18/35	17	S,R	e,m,j. s,se	4-a	3.9	3.7	3.8	14	3	14	1	15	0	4.5	3.9	Ecology Social Studies Health Science Entomology Biology Nature
User comments: Good examples of insects and how they live in the environment... good introductory film for entomology...shows rivalries between man and insect.																		
NG f 46																	**	
Life and Death Of A Tree	8.9	12/17	9	S.R	e,m, j,s	(K-3) 4-9 (10-a)	3.9	3.8	3.9	6	2	9	0	7	1	4.7	3.6	Ecology Science Biology Environment Zoology Oceanography
User comments: Supplements excellently science units on tree and plant growth and interdependence of plants and animals...excellent photography...shows stability of a community...teacher must insert dynamic successional changes.																		
NG f 47																		
(The) Right Whale: An Endangered Species	9.3	17/31	13	U.S	m,j,s, p,t,se	(2-5) 6-a	4.0	3.9	3.9	12	1	10	0	10	0	4.8	3.7	General Science Biology
User comments: Good life history and daily habits of the Right Whale...very informative...excellent photography...caused many comments...of special interest is the recording of whale songs.																		
NG f 48																	**	
(A) Desert's Living Sands	9.0	17/36	14	U.S.R	e,m,j, s,p,se	(2-5) 6-a	3.7	3.8	3.7	13	1	14	0	14	0	4.5	3.8	Science Social Studies Zoology Ecology Biology Earth Science Geography
User comments: Good film to show importance of life in desert...good example of good ecological environment...vocabulary is a little advanced for this level (6-8 grade Learning Disabled).																		
NG f 49																	**	
User comments																		
User comments:																		

Explanation of code:

rating: |----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: (The) Right Whale: An Endangered Species (NG f 48)

Distributor: National Geographic Society

Grade level: Adolescent Unit in private urban hospital

Subject taught: Science

Order of use: screen, postdiscuss

Purpose of showing film:

The film was used to supplement curriculum on evolutionary development of mammals.

Teacher comments:

The film describes the living and breeding habits of the right whale which for years was overhunted by man...of special interest is the recording of "whale songs", perhaps a primitive form of animal communication that is prevalent during the mating season.

Student comments: (*all sic*)

- The film was made very well put together, and showed some very interesting pictures of the right whale in it's naturall habatat. It also taught alot about the way they are like man. For example it shows alot of mother & kid relation ships that are alot like man.

- The film was very interesting and I think you should keep it.

- This film was good but couldn't you have filmed prettier whales.

- I learned that in order for them to weigh a whale it must be dead. The males genes is longer than the female. It takes a year for the calf to be born.

- Whales have offspring and in the winter months males go away and the offspring stay with the females.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: National Geographic Society (NG)

Number Of Years Depositing Media For Evaluation: 7

Number Of Items Placed For Evaluation During 1980-1981: 1 cassette, 9 kits (one of which was a series of 6 programs)

Packaging Qualities:

Durability Of Container: Above average; materials color-coded for ease in identification; protected and secured in box

Design Of Package: Colorful; some actual photographs; assorted sizes, making shelving difficult

Leader's Guide: Available

Comments:

overall high quality products on subjects in heavy demand; guides supplied on each filmstrip and were well detailed; reached every grade level

Worthy Of Note:

Whales -
"...deals briefly, objectively, and fairly with the issue of whale killing - very commendable... includes sonar communication...."

(continued on reverse side)

Titles Evaluated:

Cassette: On Parade: The Music Of John Philip Sousa

Kits:
- Canada
- (The) Declaration Of Independence
- Energy and Everyday Life
- Forecasting The Weather
- Life In Colonial America
- Notable Women Of The United States
- Presidents Of The United States series:
  - Washington/Adams/Jefferson
  - Madison/Monroe
  - John Quincy Adams/Jackson
  - Lincoln/Johnson/Grant
  - Theodore Roosevelt/Wilson
  - Hoover/Franklin Roosevelt
- (The) Westward Movement
- Whales

Student Comment Sampling:

Title: Forecasting The Weather

Grade level: 4th grade, suburban area

Subject taught: Science

Teacher comments:

accuracy of information: high
quality of production: high
strength of material: pictures of natural disaster

Student comments: (*all sic*)

- It meant to me that you can predicket weather by sometimes looking at the sky.

- The movey talked me about rain, torndos, winds and hurracains.

- This film said to me - The worst storm is the flud.

Worthy Of Note: (*continued*)

Forecasting The Weather -
"...easy to understand. Explains concept of matter as it relates to weather...."

Presidents Of The United States series -
"...good summary of Presidents personal lives...."

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Parents' Magazine Films (PM)

Number Of Years Depositing Media For Evaluation: 1st year participant

Number Of Items Placed For Evaluation During 1980-1981: 1 kit (a series of 4 programs)

Packaging Qualities:

Durability Of Container: Above average

Design Of Package: Aesthetically pleasing, covers virtually the same making it difficult to distinguish one set from another

Leader's Guide: Available; useful, complete with audio scripts

Comments:

Items geared to junior and senior high school students; low circulation of materials attributed to first year participation of company (not unusual); series provided users with "...a central focus which made moving into a discussion of teenagers and their relations with parents smooth, natural, and very productive."

Worthy Of Note:

Titles Evaluated:

Parents and Teenagers, Portraits and Self-Portraits:
"Forget Me, Forget Me Not..."
- Portraits Of Teenagers
- Portraits Of Parents
- The Struggle For Independence
- Looking Toward Adulthood

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Pathescope Educational Media (PEM)

Number Of Years Depositing Media For Evaluation: 5

Number Of Items Placed For Evaluation During 1980-1981: 3 kits

Packaging Qualities:

Durability Of Container:	Above average - plastic containers, average - cardboard containers
Design Of Package:	All blue boxes with large (clear) white titles, eye catching; uniform size easily displayed
Leader's Guide:	Available - useful

Comments:

*

Worthy Of Note:

Titles Evaluated:

Careers In Sports
Introduction To Algebra
Owning and Operating Your Own Business

* Less than 4 individual programs deposited results in insufficient data retrieval. Therefore no conclusions are drawn on production quality; no editorial comment provided.

SUMMARY SHEET

Company Name: Phoenix Films, Inc. (PH)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 2

Number Of Films Placed For Evaluation During 1980-1981: 15

Composite Rating Of All Films Evaluated: 8.5
(see qualification on data sheet)

Bookings:

Maximum: 18
Average: 8.4

Screenings:

Maximum: 22
Average: 9.9

Average Number Of Evaluations Received: 5.4

Comments:

- major subject areas identified: science, film study, art, guidance, social studies, music
- most frequently recommended grade level(s): junior high school to adult; some primary and elementary
- composite score: 8.5 based on 9 of 15 titles (60%)
- accuracy and production quality received above average ratings
- user's objectives generally met, but student interface received mixed reactions
- lack of leader's guides greatly limits most effective use of films and was mentioned on several occasions
- film content sometimes straddles the two shores of information and aesthetic; production techniques need more attention - audiences are not receptive as evidenced through low usage

(contd.)

Upper 25%:

Remembering Winsor McCay
Benjamin Franklin: Citizen Of Two Worlds
Sea Creatures
Ponies Of Miklaengi

Titles Evaluated:

Another Kind Of Music
Arctic Mirror
Benjamin Franklin: Citizen Of Two Worlds
(A) City Farmstead
Dorothy and The Flame
(The) First Moving Picture Show
Grandfather's Mitten
Maud Lewis: A World Without Shadows
Nowhere To Run
Peege
(A) Penny Suite
Ponies Of Miklaengi
Remembering Winsor McCay
(The) Rose
Sea Creatures

Comments continued:

- quality of production inconsistent; strong in some areas, weak in others; informational in some, aesthetic in others

NAME OF COMPANY: Phoenix Films, Inc. METRO CODE: PH

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(The) Rose	*3.0	5/4	2	S	m,j,s	9-a	4.0	3.0	2.5	0	2	1	1	0	2	2.0	1.0	Film Study Family Life
User comments: Inappropriate for grade level (6)...excellent technique-boring film...found the film hard to watch.																		
PH f 26																		
Dorothy and The Flame	*6.3	8/4	3	S	e	K-3	2.7	3.0	2.7	2	1	2	1	3	0	3.7	4.0	Science Safety Creative Writing
User comments: Not well-done...would not recommend it.																		
PH f 27																		
(The) First Moving Picture Show	*7.3	5/5	3	S,R	e,m, j,se	(K-1) 3-6	2.7	3.0	2.7	1	2	3	0	1	2	3.3	2.6	Film Study Language Arts Creative Writing Communication
User comments: An O.K. film on movie making...slow at times and unclear in the message it was making...as an "explanation" of motion picture theory, it fails to provide enough information and details to be usable without a lot of verbal explanation.																		
PH f 28																		
Sea Creatures	9.0	14/20	12	U,S,R	e,m,j, s,t,se	(K-5) 6-a	4.0	3.9	3.9	10	2	12	0	11	0	4.5	3.6	Science Photography Marine Biology Reef Study, Art Oceanography Filmmaking Creative Writing Zoology, Music
User comments: Great sound track...good photography of a large number of unusual "creatures"...limited for "educational" use by lack of information about what is being shown...definitely needs a fairly comprehensive guide...children became very excited while watching it (grade 1)...they tried to name the creatures as they were																		
PH f 29																		
User comments: shown...beautifully colored fish...best part is the use of sound effects instead of narration...film score is fitting and imaginative. **																		
(A) Penny Suite	8.3	5/7	4	S	e,s,se	K-3 (4-a)	4.0	3.7	4.0	3	0	4	0	4	0	5.0	4.0	Language Creative Writing Filmmaking
User comments: Beautiful animation...a treat to watch!...for very young and select group of older kids (filmmakers) and adults.																		
PH f 30																		
Maud Lewis: A World Without Shadows	*6.0	2/1	1	S	a	—	0	3.0	4.0	1	0	1	0	0	1	—	—	Art Values Careers Cultural Studies Aging
User comments: A happy type film that could be appreciated by most viewing.																		
PH f 31																		

Explanation of code:

rating: |----------10 poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Phoenix Films, Inc. METRO CODE: PH

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Grandfather's Mitten	8.5	13/11	8	S,R	e,se	K-3 (4-a)	3.8	4.0	3.8	7	1	6	0	5	1	4.0	3.2	Values Guidance Film Study Creative Writing Language Arts Arts and Crafts
User comments: It was subtle and 1st and 2nd graders needed pre-discussion to get most from it...excellent color...good 3-D animation...good use of background.																		
PH f 32																		
Arctic Mirror	8.0	8/10	4	S,R	m,j, s,se	6-a	3.7	3.7	3.7	3	0	3	0	3	0	4.3	3.3	Science English Ecology Social Studies Language Arts
User comments: Film depicts beauty of Arctic region...dialogue does not hold attention of many of students of this age (grade 6)...raises good discussion questions.																		
PH f 33																		
(A) City Farmstead	*5.5	2/6	2	S	s	(8-10) 11-a	4.0	2.5	4.0	1	1	1	1	1	1	2.5	2.5	Environmental Science Biology English Physics
User comments: Found it necessary to prepare students for their ability to deal with prejudice against the way people look.																		
PH f 34																		
Remembering Winsor McCay	10.0	6/5	4	U,S	m,j, s,se	7-a	4.0	4.0	3.8	4	0	4	0	4	0	5.0	3.7	History Art Filmmaking Journalism Oral History Drama
User comments: Excellent film of an early artist/animator...very nice blend of interview, commentary and original line drawing animation of Winsor McCay...great for filmmaking.																		
PH f 35																		
Ponies Of Miklaengi	8.9	18/22	13	S	e,m,j, s,pa, t,se	(K-3) 4-a	3.8	4.0	3.9	9	2	11	0	10	1	4.3	3.6	Social Studies Language Arts Reading
User comments: Beautiful scenery and quality of the plot make the film a worthwhile experience...we really enjoyed this film (grades 4-6 special education)...beautiful photography and a happy ending...visually spectacular...a slow moving account of a family in Ireland.																		
PH f 36																		
Benjamin Franklin: Citizen Of Two Worlds	9.1	7/15	5	S,R	e,m,s	(5-8) a-a	3.8	3.8	3.5	2	2	3	1	3	1	3.5	3.0	American History Art Biography Social Studies French
User comments: Not suitable for junior high, they were bored.																		
PH f 37																		
Another Kind Of Music	7.7	12/15	9	S,R	e,m, j,se	(K-3) 4-10 (11-a)	3.6	3.8	3.6	6	3	8	1	6	3	4.2	3.3	Music Social Studies Values Racial Problems Child Study
User comments: Excellent introduction to Caribbean music...enjoyed by group... children really related to age group of children making film...does not apply to special education students but they related to the children in the movie...great for social studies classes...as a film for music classes it could have gone a little																		
PH f 38																		

(cont.)

Explanation of code:

rating: |----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary, s-senior high, pa-parochial
m-middle, c-college, p-private
j-junior high, a-adult, t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Phoenix Films, Inc. METRO CODE: PH

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(cont.)																		
	User comments: more into technique...can point out how music brings people together...right up-to-date!...meaningful.																**	
Nowhere To Run PH f 39	7.3	18/11	8	S.R	m,j, s,se	5-a	3.5	3.6	3.3	8	0	6	1	7	0	4.1	3.1	English Science Sociology Social Studies History (American West) Ethics Filmmaking
	User comments: Makes some excellent points about our wildlife...some students may find parts of the film rather disturbing...emotional...must be a mature audience to capture the message...beautiful photography...film is biased.																	
																		Philosophy Humanities Journalism Composition Government Ecology Creative Writing Values
	User comments:																	
Peege PH f 40	*10.0	5/13	3	S	s	8-a	4.0	4.0	4.0	3	0	3	0	3	0	5.0	4.0	Sociology Health Psychology Gerontology
	User comments: Fantastic film...should be used with psychology classes in supportive situations...students had very intense emotional response...touching and sensitive...excellent film.																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Another Kind Of Music (PH f 38)

Distributor: Phoenix Films, Inc.

Grade level: 6

Subject taught: Understanding Others

Order of use: screen, postdiscuss

Purpose of showing film:

Pleasure as well as fulfilling a goal on understanding others.

Teacher comments:

An excellent film showing how two boys of different races are drawn together through their love of the same kind of music...up-to-date, meaningful.

Student comments: (*all sic*)

- I think the film was trying to tell us to be your self.
- This movie means that black and white people can get along good together if they try.
- The movie ment to me that you should stick up for your friend and help them.
- You can like two kinds of music at one time. It also said that you can like 2 people at the same time.
- Different peopl like diffrent things.
- You should be your own person.
- You can like what ever you want not what other people tell you to like.
- The movie told me that you don't have to be a speacial kind of race or color to be friends.
- It's not what your friends like, it's what you like.
- Totally differerent people from different backrounds could enjoy the same music.
- The film said to me that you can have a friend even though he could be black, white or spanish...

SUMMARY SHEET

Company Name: Pyramid Films (P)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 8

Number Of Films Placed For Evaluation During 1980-1981: 21

Composite Rating Of All Films Evaluated: 8.7
(see qualification on data sheet)

Bookings:

Maximum: 24
Average: 15.2

Screenings:

Maximum: 54
Average: 15.2

Average Number Of Evaluations Received: 8.5

Comments:

- major subject areas identified: film study, physical education, mathematics, science, social studies, guidance, psychology, in-service education, English (literature, language arts, composition), art, music, philosophy, business education
- most frequently recommended grade level(s): junior high school to adult; five titles useful for all ages
- composite score: 8.7 based on 18 of 21 titles (86%)
- accuracy (3.8) and production quality (3.8) rated extremely high
- user's objectives met with unusually high consistency with 6 films scoring a perfect 5.0; some inconsistency with student interface
- heavy booking, numerous screenings, and depth of evaluative data clearly indicates good audience opinion of products available
- while all films generated a myriad of areas that the film can be used,

(contd.)

Upper 25%:

(The) Wizard Of Speed and Time
Powers Of Ten - 1978
Oh Brother, My Brother
On The Run
Dinosaur

Titles Evaluated:

Board and Care
Dinosaur
(An) Edwardian Childhood
(The) Feminine Mistake
Floating Free
Israel: Search For Faith (Long)
(The) Killing Of An Egg
(The) Look Of America, 1750-1800
Model Railroading Unlimited
Modeling The Universe
Nixon: Checkers To Watergate

(contd.)

Comments continued:

3 film titles came up with 14 different areas of application

- "creative", "exciting", "aesthetic", "stimulating", "inspirational", "sensitive", "clever", "dazzling", "motivational", "funny", are words used again and again in comments by both users and audiences
- some attention is needed in marketing certain types of films (i.e., "Board and Care", "Feminine Mistake", "Israel: Search For Faith", "An Edwardian Childhood") to be certain that the film gets into the hands of appropriate user for the appropriate audience
- creativity abounds in productions such as "Dinosaur", "Sergeant Swell", "Wizard Of Speed And Time", "Killing Of An Egg"
- good blend of humor with message

Titles Evaluated continued:

Oh Brother, My Brother
On The Run
Powers Of Ten - 1978
Red Sunday
Sergeant Swell
(The) Solar Film
Thoroughbred
TV Ads: Our Mini-Myths
Why Me?
(The) Wizard Of Speed and Time

NAME OF COMPANY: Pyramid Films METRO CODE: P

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	Film Study, English Composition Psychology Family Life Language Arts Death Education Women's Study In-Service Sociology English Literature
Why Me?	9.0	13/7	5	S	s	10-12 (a)	4.0	3.8	3.8	4	1	5	0	5	0	5.0	3.8	
P f 137	User comments: Light hearted approach to death...appropriate for those who are not immediately facing death...excellent, sensitive presentation of a serious topic... combines humor and pathos.																**	
Floating Free	8.7	20/15	10	S	e,m,j, s,se	K-a	3.8	3.8	3.8	9	1	10	0	9	0	5.0	3.9	Physical Education Composition Photography Recreation Filmmaking Language Arts Social Studies Art
P f 138	User comments: Lively and timely...clever shots; fast-paced editing...effective use of slow motion technique...perhaps a bit long, but a well-done panorama of a "fun" competition...lack of narrative is a plus...excellent film techniques...very colorful and exciting.																	
(The) Wizard Of Speed and Time	9.9	13/54	9	U,S,R	e,m,j, s,t,se	K-a	3.7	4.0	4.0	8	0	8	0	8	0	5.0	4.0	Filmmaking Entertainment Science English Creativity Animation Language Arts
P f 139	User comments: Great stuff...excellent for pre-science fair motivation...use in demonstrating creativity...illustrates several ways of achieving effects by way of pixillation...kids (special education) enjoyed watching all the special effects used...you could see the film more than once and see new things each time...																	
																		Writing Music
	User comments: fantastic!!...absolutely great!!...use of intense colors dazzling...the special effects throughout are sheer magic...every film class should see this at least 5 times...excellent stimulus for writing assignments.																	
Powers Of Ten - 1978	9.5	16/19	7	S,R	m,j,s	6-a	4.0	3.9	4.0	6	1	6	1	6	0	5.0	3.5	Mathematics, Art, Science, Physics, Astronomy, Biology, Humanities, Religion, Philosophy, Visual Literacy, Composition, Photography
P f 140	User comments: Outstanding...Used as a review after studying powers, exponents, squares, etc....breathtaking view of macrocosm and microcosm...film inspires philosophical meditation on basic questions: what is life? what is man? what is man's place in the universe?...an inspiring tribute to man's intelligence... excellent.																	
(The) Solar Film	8.7	23/16	12	U,S,R	e,m,j, s,t, pa,se	(K-3) 4-12 (c,a)	3.9	3.8	3.6	10	2	9	3	9	3	4.2	3.0	Creative Writing Science Industrial Arts Social Studies History
P f 141	User comments: This excellent "energy" film could very effectively be used with the children's book "The Wump" by Bill Peef...children (grades 3 & 4) commented, "we are the ones who caused pollution!"...moves very fast-should preview... excellently done.																	
(The) Killing Of An Egg	7.7	12/11	8	S,R	m,j,s,	(2-7) 8-a	3.6	3.4	3.6	7	0	7	0	7	0	4.1	2.4	Values, Guidance, Sociology, Science, Film Study, Art, Creative Writing, Perception Prejudice, Ethics, Photography Philosophy Language Arts
P f 142	User comments: Interesting animation...makes point, but perhaps too obviously... lack of facial animation was distracting...3 minute film-but good!...short, effective, animated film; makes its point simply: it all depends on your point of view... how do you motivate a student to be creative in doing a science project?...use this film!...thought provoking...very different.																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Pyramid Films METRO CODE: P

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	Social Studies Language Arts
Thoroughbred	7.9	22/18	15	S	e,m,j, s,se	K-a	3.5	3.6	3.3	11	3	11	3	11	2	3.5	2.6	Filmmaking Animal Studies Creative Writing Composition Reading Zoology Family Life, Art, Sports, Science
	User comments: Beautiful non-narrated film for all ages...good photography...good mood effect...good film, held the students interest (special education)...without narration they were able to draw their own conclusions about what was going on in the film...music is distracting.																	
P f 143																		
On The Run	9.1	17/14	9	U,S	e,m,j, s,t, se	(4-5) 6-a	3.9	4.0	3.8	7	1	9	0	7	2	4.6	3.5	Social Studies English Track Filmmaking Photography Geography Physical Education Health, Science
	User comments: Of the many running films I've seen, this one has the most aesthetic appeal...definitely a racers film, not for a 3 day a week jogger...these are the real long distance runners...not much on training, but good motivation... spectacular scenery.																	
P f 144																		
Nixon: Checkers To Watergate	8.6	24/10	9	U,S	s,t	(7-8) 9-a	3.7	3.8	3.7	8	1	9	0	8	0	4.3	2.9	Social Studies American Affairs U.S. History Political Science U.S. Government Biography Psychology Media
	User comments: Pyramid guide is excellent-activities listed are thought-provoking... open-ended film with many excerpts from the career of Nixon-leaves the viewer to judge for him or herself...excellent film but takes some knowledge of the 60's and 70's to fully understand it...probably best used after a study of the time period rather than before.																	
P f 145																		
Oh Brother, My Brother	9.4	10/10	7	S,R	e,m, s,se	(K-3) 4-8 (9-a)	3.8	3.8	3.7	6	0	6	0	6	0	4.5	3.9	Family Life Filmmaking Sociology Psychology Composition Counseling Social Studies
	User comments: Beautiful film showing the relationship of two brothers...excellent for parents...gives excellent characteristics of children at this age...excellent... well received by students.																	
P f 146																		
(The) Feminine Mistake	*9.3	7/5	3	S,R	e,m,j	(7-8) 9-a	4.0	4.0	4.0	3	0	1	0	1	0	5.0	4.0	Science Life Education Guidance Health Education
	User comments: Super!...movie is outstanding!																	
P f 147																		
Modeling The Universe	7.3	19/16	9	S,R	e,m,j, s,se	7-a	3.9	3.3	3.4	5	4	9	0	6	2	3.1	3.0	Science Mathematics Geometry Art Architecture Future Biographies
	User comments: Narrator difficult to understand...good photography...main points of film were not clear...good information...concepts presented are valuable, but there is a lot of time wasted on shots of nature which require extreme imagination to relate to Fuller's "basic shapes"...excellent!...gave them (students) lots of ideas and they worked eagerly making shapes for the remainder of the day.																	
P f 148																		
Sergeant Swell	8.2	22/10	8	S	e,m,j, s,se	K-a	3.9	3.9	3.8	7	0	7	0	6	0	4.9	3.8	English Entertainment Composition Creative Writing Film Study Story Telling
	User comments: Interesting pixillation...very funny and entertaining...good trick photography...they (kids) asked to see it again...many of the "hidden meanings" went over their heads (grades 5-7, special education)...funny, entertaining film illustrates slapstick comedy very well...would rather not show to students before																	
P f 149																		

(cont.)

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available Col. 2: /5 (screenings)

NAME OF COMPANY: Pyramid Films METRO CODE: P

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S						max. 4.0		yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(cont.)																		
	User comments: they make their films for fear that they might imitate technique and content.																	
Model Railroading Unlimited	8.8	13/15	10	U.S	e,m,j, s,t,se	(1-3) 4-a (4-12se)	3.4	3.9	3.4	8	2	9	1	9	1	4.5	4.0	Hobbies Filmmaking Industrial Arts Social Studies English Language Arts
P f 150	User comments: Excellent for developing hobbies...film is extremely well done and entertaining...excellent stimulus for writing about hobbies, interests...a little confusing in places...good background music...a lot of action...good for adult railroaders...really good for older special education students...shows model																	
	User comments: railroading from a humorous and clever point of view...children and teachers really enjoyed watching the film.																	
TV Ads: Our Mini-Myths	8.9	17/15	8	S.R	e,m,s	(4-8) 7-a	3.4	3.6	3.4	7	0	7	0	7	0	4.5	3.8	English, Graphics, Journalism Business, Art, Psychology, Media, Advertising Economics Reading, Sociology, Humanities Social Studies
P f 151	User comments: In any course where advertising or propaganda is taught about, this film shows a variety of approaches that try to influence viewers through creative and effective communication...whole premise of film gave them (students) food for thought...feel it should be used after a unit on advertising...does present ideas which are excellent to discuss.																	
Dinosaur	9.0	23/33	23	U.S.R	e,m,j, s,a,t, se	K-a	3.8	3.9	3.8	18	1	21	0	22	0	4.4	3.9	Science Geography Creative Writing Child Behavior Any Subject Ecology In-Service Social Studies
P f 152	User comments: Very good film...excellent clay animation...effectively transmits feeling about survival, interaction, ferocity of dinosaurs...another triumph for Will Vinton...creative, clever sound track captures excitement and wonder of anyone who has ever marveled at prehistoric animals...first-rate filmmaking																	
																		Art History Film Zoology
	User comments: techniques!...simply great...tons of information supplied in a package that cannot fail to hold attention...highly motivating dinosaur study and art work.																	
(An) Edwardian Childhood	*___	2/0	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	
P f 153	User comments: NA																	

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban; S - suburban; R - rural

levels of schools: e-elementary, m-middle, j-junior high, s-senior high, c-college, a-adult, se-special education, pa-parochial, p-private, t-technical

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Pyramid Films METRO CODE: P

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Israel: Search For Faith (Long)	*___	4/0	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	
	User comments: NA																	
P f 154																		
(The) Look Of America, 1750-1800	8.4	13/23	10	U,S	e,m,j, s,pa	(5) 6-a	3.9	3.7	3.7	7	3	9	1	6	1	4.0	3.2	Social Studies U.S. History American Literature Art
	User comments: Requires good listening skills, good for high ability level group... natural beauty well photographed...excellent review of colonial times.																**	
P f 155																		
Red Sunday	8.3	19/25	13	U,S,R	s,p,se	(5-6) 7-a	3.9	3.6	3.5	10	3	12	1	9	4	3.9	2.9	English, Biography, Social Studies Psychology U.S. History Sociology Minority Literature Ethnic Studies Anthropology
	User comments: Prepare background as film is detailed and provides much information at rapid pace...although interesting, at one point it seems to slow down and has too much dialogue and not enough action...never really offers anything, either verbally or visually, to excite or engage audience...good overall view...explanations clear... photographs of Indian faces captured marvelous dignity.																**	
P f 156																		
Board and Care	9.8	10/4	4	S	j,s,a se	(7-9) 9-a	3.8	4.0	4.0	4	0	4	0	4	0	5.0	4.0	In-Service for Special Education Staff
	User comments: Excellent film-regarding need for meaningful human relationships... good discussion.																	
P f 157																		
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Why Me? (P f 137)

Distributor: Pyramid Films

Grade level: 10-12

Subject taught: Film

Order of use: screen

Purpose of showing film:

Film technique

Teacher comments:

Excellent film on the subject of death, combines humor and pathos.

Student comments: (*all sic*)

- It was all right it made me think.
- Diffient, humorous, made a point that you should live your life thinking that it is your last minute.
- Did he die or not?
- I thought it was very funny, but it had a good under lying meaning.
- It was a cartoon and yet real. I liked it.
- This movie taught me to be grateful for life and to enjoy life while I have it.
- I think that the movie was very touching, it's a good movie we all have to die some day so let faces it now or later. I love it the movie it good, excellent.
- I liked the movie alot but it needs a better ending.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Random House (RH)

Number Of Years Depositing Media For Evaluation: 5

Number Of Items Placed For Evaluation During 1980-1981: 2 cassettes, 5 kits (one of which was a series of 7 programs)

Packaging Qualities:

Durability Of Container: Boxes, above average; baggies, poor, unsuitable for packaging, circulating and storing medis materials

Design Of Package: Inconsistent size and design

Leader's Guide: Available; helpful

Comments:

grade level, elementary language arts and career education; cassettes were little used and not evaluated; familiar characters created high interest levels

Worthy Of Note:

(The) Velveteen Rabbit -
"...found the kit beautiful - used to stimulate pupils in creative writing - drew pictures of various parts of story - made posters and each child made their own velveteen rabbit."

"...outstanding piece of work... narrator ... excellent."

Titles Evaluated:

Cassette: Frankenstein
Johnny Tremain

Kits: Charlie Brown's Career Education Programs:
School Work Is Important
You May Like Many Jobs
You're Worth A Lot
We All Have Special Skills
We Must Be Fair

(continued on reverse side)

Titles Evaluated:

Charlie Brown's Career Education Programs: (continued)
What Are You Going To Do With The Rest Of Your Life?
Work Is Important
Horton Hears A Who/Horton Hatches The Egg
If I Ran The Circus/If I Ran The Zoo
Richard Scarry's Find Your ABC's
(The) Velveteen Rabbit

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Scholastic Magazine (SM)

Number Of Years Depositing Media For Evaluation: 3

Number Of Items Placed For Evaluation During 1980-1981: 6 kits

Packaging Qualities:

Durability Of Container: Average

Design Of Package: Inconsistent size

Leader's Guide: Available; helpful

Comments:

wide range of curriculum needs, all grade levels; visuals were generally satisfactory, although in some kits repetitious; utilization sporadic except for The Earth which was in heavy demand

Worthy Of Note:

(The) Earth -
"...Non-technical, colorful, amusing, good teacher guide and quiz. Presents material in an interesting way, mentions Mt. St. Helens."

Titles Evaluated:

Courage
(The) Earth
Energy
Mixing In
Mythology
(The) Rise Of The West

SUMMARY SHEET

Company Name: Screenscope, Inc. (SS)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 3

Number Of Films Placed For Evaluation During 1980-1981: 8

Composite Rating Of All Films Evaluated: 8.49
(see qualification on data sheet)

Bookings:

Maximum: 11
Average: 9.38

Screenings:

Maximum: 24
Average: 14.38

Average Number Of Evaluations Received: 5.88

Comments:

- major subject areas identified: social studies, science, English (language arts, literature), religion, health, home economics
- most frequently recommended grade level(s): junior high school to adult; a few primary
- composite score: 8.49 based on 7 of 8 titles (88%)
- accuracy and production quality consistently rated high
- user's objectives clearly met with student interface average above 3.5
- while the number of evaluations retrieved were low, the response of users and audiences were generally favorable
- some closer attention needed to facts presented in science productions
- use of iconographic filming techniques not well received by users; most recommend that this technique is more appropriate on filmstrips

Upper 25%:

Germany: A Nation Of History
(The) Large and Growly Bear

Titles Evaluated:

France: An Alpine Menu
Germany: A Nation Of History
India: A Nation Of Mystery
(The) Large and Growly Bear
(The) Little Black Puppy
Pollination Mechanisms
(The) Reluctant World Power
Surviving The Cold

158

1981

NAME OF COMPANY: Screenscope Inc. METRO CODE: SS

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	Social Studies Feelings Science Storytelling Creative Film Techniques Animals Interaction Language Arts-Reading
(The) Large and Growly Bear	8.9	11/12	8	S,R	e,se	K-3	3.6	3.8	3.6	7	1	8	0	8	0	4.7	3.8	
SS f 21	User comments: Use of close-ups and rapid changing of pictures are creative and add action to the story without these techniques...just showing pages with narration, it would be dull...it is not dull.																	
(The) Little Black Puppy	8.0	11/8	8	S,R	e	K-3	3.7	3.4	3.7	7	0	7	0	6	0	4.3	3.7	Language Arts-Reading Entertainment Social Studies Care of animals Storytelling Science
SS f 22	User comments: Lightbulb on projector blew—listened to the movie—sounded great... children (K) listened and used their imagination-many were able to recall details... (used to teach) patience while living things (animals,children) are growing up... excellent reading of a well known story, using expression, sounds...used to spark interest in reading and exposure to books in library.																	
Pollination Mechanisms	*8.8	7/11	3	S	m,j,s	6-a	4.0	3.7	3.7	2	1	3	0	3	0	4.0	3.5	Biology Botany Science
SS f 23	User comments: NA **																	
Surviving The Cold	7.3	9/9	6	S,R	e,m, s,se	(1-4) 5-10	3.6	3.8	3.6	3	3	4	2	3	2	4.2	3.3	Science Animal Study Life Science Social Studies Biology
SS f 24	User comments: They talk about hibernation but show animals in summer..."every minute of every day looking for food" (nonsense!)...most animals spend most of the day resting! (Ed. note: some information questionable-as noted by secondary users)																	
	User comments: Prediscussion important (for younger viewers)...vocabulary advanced (grade 1)... insect and bird photography excellent for identification (1st level)...informative film concrete examples of comparing cold and warm weather conditions **																	
India: A Nation Of Mystery	9.0	11/24	4	S	m,j	7-a	4.0	4.0	4.0	2	1	3	0	3	0	4.8	3.3	Social Studies Geography South East Asia Religion India
SS f 25	User comments: Beautifully photographed-excellent overview (or summary) of modern India from single place geography by map to complex modern problems. **																	
France: An Alpine Menu	9.1	11/21	6	S,R	j,s	6-a	4.0	4.0	3.9	5	2	7	0	6	0	4.8	3.7	Foods English Film Home Economics Social Studies French (Culture) Career Education
SS f 26	User comments: Good, careful explanation of food preparation and recipes...good photography...best of the food films...showed elegance and simplicity of gourmet foods...points out difference between eating for its sake and eating and cooking as an art and craft. **																	

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: **Screenscope Inc.** METRO CODE: **SS**

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/ S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Germany: A Nation Of History	9.3	6/20	6	S	e,j,a	(5-6) 7-a	4.0	4.0	4.0	3	2	6	0	5	1	5.0	4.0	**Social Studies Geography German Language Cultural**
SS f 27	User comments: **Excellent in its diversified approach to exposing the students to Germany...holds their interest well with its rapidly changing format...good cultural overview...film gets high marks for content and photography...covered wide variety of areas/people.** **																	
(The) Reluctant World Power	7.8	9/10	6	S	h,a, pa	7-a	3.7	3.3	3.4	5	0	4	1	4	1	4.3	3.2	**U.S. History Social Studies Literature Political Science Government**
SS f 28	User comments: **Powerful depiction of World War I and its possible future consequences provides detail on Wilson/League of Nations, treaties made and broken uses actual footage.** **																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comment available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Germany: A Nation Of History (SS f 27)

Distributor: Screenscope Inc.

Grade level: 7

Subject taught: Social Studies

Order of use: preview, prediscuss, screen, postdiscuss

Purpose of showing film:

To show Germany today - land, people, culture-

Teacher comments:

Excellent film - I would highly recommend to show life styles in Germany today - covered wide variety of areas - people - my students enjoyed it immensely.

Student comments: (*all sic*)

- I enjoyed this film because it was interesting and it was made in 1980 so I can relate to it. I learned lots of different things in this film, including the fact that a country doesn't have to be the same all over it.

- I now realize the U.S. isn't the only great industrial nation.

- ...better than all the other German movies we saw. I learned mostly of their agriculture in the 1980's....

- I learned about different parts of W. Germany, and how they still have up the old buildings.

- I couldn't tell whether or not these people were German because they looked just like us.

- Germany is not as different than the U.S. as I thought! I loved it, it was interesting and I didn't even talk to anyone during it.

- I hadn't known that the Rural valley was such an industrialized place and that the Rhine carried twice as much cargo as the Mississippi.

- The film was colorful and it showed some interesting places. It mainly told of the people and their culture.

STUDENT COMMENT SAMPLING

Title of film: India: A Nation Of Mystery (SS f 25)

Distributor: Screenscope Inc.

Grade level: 7

Subject taught: Social Studies

Order of use: prediscuss, screen, postdiscuss

Purpose of showing film:

To present an overview of India.

Teacher comments:

Accuracy of information, production quality, selection of content excellent...stimulated the audience and had aesthetic value.

Student comments: (*all sic*)

- Most villages are poor and some people have good jobs and some don't, they use all natural resources they can get - cow dung!!
- In India, because of it's large population and many religions, there are thousands of lifestyles cultures, and customs.
- India is not as modern as we are, it told me about things which I would never do such as not moving a bullock from a street etc....They are very different.
- India is a very educational country to study about.
- It was a hard life you had to do everything yourself.
- India is an ancient and mysterious country.
- Although the customs are different the people are all real people.
- The poor and the rich are all happy in some way.

SUMMARY SHEET

Company Name: Stanton Films (ST)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 6

Number Of Films Placed For Evaluation During 1980-1981: 4

Composite Rating Of All Films Evaluated: 7.76
(see qualification on data sheet)

Bookings:

Maximum: 12
Average: 7.75

Screenings:

Maximum: 17
Average: 10

Average Number Of Evaluations Received: 5.25

Comments:

- major subject areas identified: foreign language, science, social studies
- most frequently recommended grade level(s): primary to adult
- composite score: 7.76 based on 3 of 4 titles (75%)
- limited number of titles placed results in limited data retrieval; thus,generalizations regarding specific qualities is not possible
- leader's guides which accompany all films are useful
- photography receives consistent positive commentary

Upper 25%:

Sleepy Heads, Revised

Titles Evaluated:

Alaskan Summer
De Compras En Espana
Paisajes Espanoles
Sleepy Heads, Revised

NAME OF COMPANY: Stanton Films METRO CODE: ST

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
De Compras En Espana	*___	6/4	1	R	s	___	3.0	2.0	2.0	0	0	0	0	0	0	___	___	Spanish
ST f 32	User comments: NA																	
Paisajes Espanoles	7.8	5/12	4	S,R	s	(7-8) 9-a	3.7	3.0	3.0	1	1	2	1	2	1	3.3	2.9	Spanish
ST f 33	User comments: Good photography-jumps quickly from one locality to another leaving students unclear as to what province or city they are viewing.																	
Sleepy Heads, Revised	7.6	8/7	5	S,R	e,se	K-2	3.6	3.6	3.4	2	3	2	3	3	2	4.0	3.1	Science Nature Study Health Animals Seasons Guidance Special Education
ST f 34	User comments: Different animals and ways they sleep of interest to students... students (special education) thought "babyish" in presentation...basics overdone... needs more variety in content-sleeping does not offer enough for continued interest.. film can be used in correlation with hibernation unit. (Ed. note: some content inaccuracies noted.)																	
Alaskan Summer	7.9	12/17	11	U,S	e,j,s, a,se	(4-5) 6-a	3.7	3.6	3.3	8	3	10	1	8	0	4.4	3.5	Science Social Studies Nature Series History Anthropology Geography English
ST f 35	User comments: Chief value of film is aesthetic...beautiful rendering of scenic splendors of Alaska (mentioned several times)...don't look for (much) information from this travelogue...positive comments regarding film techniques use of footage... helps students deal with study of habitat and migration...preservation and increase of species...distinguishes between tundra and taiga.																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: |----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

SUMMARY SHEET

Company Name: Sterling Educational Films, Inc. (SE)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 12

Number Of Films Placed For Evaluation During 1980-1981: 6

Composite Rating Of All Films Evaluated: 8.08
(see qualification on data sheet)

Bookings:

Maximum: 20
Average: 10.17

Screenings:

Maximum: 15
Average: 7.5

Average Number Of Evaluations Received: 5.17

Comments:

- major subject areas identified: social studies, English (literature, language arts), career education, film study
- most frequently recommended grade level(s): primary, elementary; some for older audiences
- composite score: 8.08 based on 4 of 6 titles (66%)
- accuracy and production quality average to above average rating
- user's objectives generally met with student interface above 3.4
- leader's guides not generally available would be helpful for expanded use of products
- one film "The Gold Rush", scored better by those selecting it for film study rather than for entertainment or other purposes

Upper 25%:

(The) Prince Who Learned A Trade
(The) Gold Rush

Titles Evaluated:

(The) Bakers and The Honey Bee
(The) China Tea Pot Story
(The) Gold Rush
Inside Look North
(The) Miraculous Arabian Steed
(The) Prince Who Learned A Trade

NAME OF COMPANY: Sterling Educational Films, Inc. METRO CODE: SE

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(The) Miraculous Arabian Steed	*8.5	6/2	2	S,R	e,se	(K-2) 3-4 (5)	4.0	4.0	4.0	2	0	2	0	2	0	4.5	3.5	Reading Social Studies
SE f 268	User comments: Good folk tale told with beautiful colors and at a pace the students could understand (special education teacher).																	
(The) Prince Who Learned A Trade	8.3	12/11	8	S,R	e,se	K-4	3.7	3.8	3.8	8	0	6	0	7	0	4.6	3.7	English Language Arts Enrichment Social Studies Entertainment Life Experience, Library, Reading, Creative Writing, Literature, Art
SE f 269	User comments: Good folk tale stressing the importance of learning a trade in life...helped to reinforce importance of doing well in school and learning all you can...excellent color, music, and technology.																	
Inside Look North	*6.0	1/2	1	S	e	5-a	0	0	0	0	0	1	0	0	0	3.0	3.0	Social Studies Career Education Language Arts
SE f 270	User comments: Very brief overview of news production...music adds a lot to the atmosphere of the day starting out slowly and gradually getting more frantic as broadcast time gets closer.																	
(The) Bakers and The Honey Bee	8.0	10/8	6	S,R	e	K-3 (4)	3.8	3.8	3.6	5	0	5	0	5	0	4.4	3.6	Recreation Literature Language Arts Reading Sequencing
SE f 271	User comments: Excess footage before the tale began.																	
(The) Gold Rush	8.0	20/15	8	U,S,R	j,s,a, t,se	9-12 (c,a)	3.4	3.1	3.6	6	1	8	0	6	0	3.9	3.4	Media Entertainment Sociology History Film Study English Social Studies Movie Club
SE f 272	User comments: A classic comedy film (Charlie Chaplin), illustrates many devices of comedy, also wide spectrum of emotional responses, thru silent films...narrator helps viewer in telling what was going on and describing the technique Chaplin used in writing and directing the film...a little long for the attention span of youngsters (7th & 8th graders).																	
(The) China Tea Pot Story	8.0	12/7	5	S	e	K-3 (4-6)	3.5	3.8	3.5	4	1	4	1	4	0	4.6	3.5	Social Studies Language Arts Reading Entertainment Creative Writing
SE f 273	User comments: NA																	
	User comments:																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Sunburst Communications (SBC)

Number Of Years Depositing Media For Evaluation: 3

Number Of Items Placed For Evaluation During 1980-1981: 1 cassette, 9 kits

Packaging Qualities:

Durability Of Container: Above average

Design Of Package: Uniform size, titles easily read but dull; lacking visual appeal

Leader's Guide: Available; helpful and thorough

Comments:

Material for junior high school and up except for Tune In which met with highly favorable reactions in elementary classrooms. These kits are basically for guidance and health classes. They are current, informative, and well-produced. Some address sensitive areas requiring extreme care in production.

Worthy Of Note:

Tune In: Red Network -
"...can be used anywhere from grades 3 to 7, for story comprehension, creative writing starter, sound effects study, and history (old time radio)." Strength of the material: "Sound effects, how real it seems even when you can't see a screen!" "Highly motivating. The boys didn't want to wait for the second day to complete the story."

Titles Evaluated:

Cassette: Tune In: Red Network

Kits:
- Cancer: What It Is, How To Beat It
- For The Sake Of Your Heart
- Genetics: How Life Remakes Life
- How To Lose Weight
- Marijuana Bulletin: A Research Update
- Nutrition And Exercise
- O.K. To Be Old: Approaches To Aging
- (The) Physiology Of Exercise
- Relating: The Art Of Human Interaction

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Walt Disney Educational Media (WD)

Number Of Years Depositing Media For Evaluation: 1st year participant

Number Of Items Placed For Evaluation During 1980-1981: 9 kits

Packaging Qualities:

Durability Of Container: Above average, sturdy

Design Of Package: Attractive, uniform

Leader's Guide: Available, useful information provided

Comments:

All Disney kits had great appeal especially to lower elementary grades. Disney characters well-received the world over -- some items contained too much information thus losing effectiveness in sought after area. (See student comment sampling)

Worthy Of Note:

Disney's World of Study Skills
Winnie The Pooh: Nutrition And You -
most heavily booked item; consistently high rating

Titles Evaluated:

Becoming An Adult
Discovering Our Land: The Geography of North America
Disney's Greatest Musical Moments
Disney's World of Study Skills
Math All Around Us
Nutrition and You
Rivers: Roots Of The Ocean
Winnie The Pooh: Nutrition and You
You and Your Health

Student Comment Sampling:

Title: Rivers: Roots Of The Ocean

Grade level: 6th grade, suburban area, elementary school

Subject taught: Geography

Teacher comments:

"...appropriate for grade 6 geography lesson... also useful for conservation, history, water resources, etc. ...format of each filmstrip identical to others (in package)... too much time devoted to negative aspects of what has been done to rivers... excellent photography, interesting presentation... program presentation gets away from its title by dwelling on how bad people are to use the river...."

Student comments: (*all sic*)

(The) River Flows: The Mississippi-

- This filmstrip said that the Chippewa had restored a great river for us immagrants so that we could have rich soil, plentiful fish, and good drinking water for 2,238 miles, thoughout 31 states. In turn us hap hazardous americans have turned it into "The Muddy River" as the film describes....

- ...I disliked the ladies voice.

- ...The film shows the different stages of the Mississippi, with lovely photos of the past, and some not so pretty of the pressant.

- This filmstrip said to me that the Indians way of life was very pure. When the white man came he really destroyed the beauty of the natural surroundings. When the white man came he built towns. They led to cities. Harmful wastes were dumped into the Mississippi River. The white man reduced the number of wildlife when he built dams and killed many animals for sport. The white man has really destroyed the purity of many things.

- This tells me what rivers carrie in from the shore. How much the mud goes into the river and what they use the mud for, and why they use it. This also tells me who found it and used it, (the Chippewa).

SUMMARY SHEET

Company Name: Walter J. Klein Company (KL)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 2

Number Of Films Placed For Evaluation During 1980-1981: 6

Composite Rating Of All Films Evaluated: 6.05
(see qualification on data sheet)

Bookings:

Maximum: 9
Average: 5.33

Screenings:

Maximum: 10
Average: 5.17

Average Number Of Evaluations Received: 3.17

Comments:

- all products from this company are sponsored films
- of the 6 titles deposited, only 2 had sufficient data retrieved to include in composite rating
- commercials included in productions are "corny", "unimaginative", and sometimes "insulting"
- leader's guides not available
- general grade levels range from elementary to adult

Upper 25%:

unable to identify due to lack of sufficient data and low composite ratings

Titles Evaluated:

Electrical Energy: Living With A Strong, Silent Partner
(The) History Of Tea
Molasses and The American Heritage
Parent For Tonight
We're All Beautiful Here
(The) Woman In Sports

NAME OF COMPANY: Walter J. Klein Company METRO CODE: KL

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Parent For Tonight	*8.0	4/3	1	S	m	6-8	4.0	3.0	4.0	0	0	0	0	1	0	4.0	3.0	
User comments: NA																		
KL f 13																		
(The) History Of Tea	*7.0	3/4	2	S	s,a	5-a	3.5	3.0	3.5	1	1	1	1	1	1	2.5	—	Career Education Consumer Education Social Studies
User comments: Too long-dull, corny!...tries to be funny-misses the point!... advertises Lipton Tea Company!...good information about tea-not too much history... best audience-tea lovers!...used to see where my favorite drink came from and to share this with my students (secondary home economics classes).																		
KL f 14																		
(The) Woman In Sports	7.4	8/8	7	U.S.R	e,j,s, p,se	6-a	3.6	3.5	3.2	2	2	5	0	6	0	4.4	3.1	Science Health Social Studies Physical Education Sociology English-Woman's Issues
User comments: Film drawn out with extra and superfluous information...could properly get its message out in one part more effectively...commercialism overdone... only watched Part I-too much for 5th graders...I would not recommend this film... although there are good clips, most of the film is simplistic and sometimes																		
KL f 15																		
User comments: insulting...perhaps it may have value for beginners in sports, but it could also "turn you off".																		
Molasses and The American Heritage	*6.3	5/3	3	S,R	e,se	4-8	3.3	3.3	3.0	1	2	3	0	2	1	3.3	2.8	Cooking Social Studies Home Economics History Entertainment
User comments: Film could have shown more on how they make molasses...we guessed before we ran the film that it would concern the American Revolution and the Triangular Trade...it was really concerned with uses of molasses.																		
KL f 16																		
Electrical Energy: Living With A Strong, Silent Partner	4.7	9/10	4	U.S.R	e,m, j,t	(3-6) 7-9 (10-12)	3.8	3.5	3.5	0	4	1	3	2	1	3.3	2.4	Science Carpentry Electronics
User comments: Children (grade 4) were not captured by this.																		
KL f 17																		
We're All Beautiful Here	*5.0	3/3	2	S,R	a,se	5-a	2.0	2.5	2.5	1	1	1	1	1	1	5.0	4.0	Social Studies
User comments: Seldom have I viewed a film done in such poor taste...the setting, story line, etc. was ludicrous...kid learns about acne in a tent revival meeting... offensive-words are inadequate-fails miserably.																		
KL f 18																		

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

SUMMARY SHEET

Company Name: Weston Woods (WW)

Media Format(s) Offered: 16mm film, building level materials

Number Of Years Depositing Media For Evaluation: 13

Number Of Films Placed For Evaluation During 1980-1981: 3

Composite Rating Of All Films Evaluated: 8.6
(see qualification on data sheet)

Bookings:

Maximum: 19
Average: 16.66

Screenings:

Maximum: 20
Average: 15.33

Average Number Of Evaluations Received: 9.3

Comments:

- major subject areas identified: language arts, children's literature, while all films have multi-disciplinary use
- most frequently recommended grade level(s): all films designed for primary grade use - most found use in library setting
- still the favorite of teachers of primary grades and children's librarians

Upper 25%:

Teeny-Tiny and The Witch-Woman

Titles Evaluated:

Teeny-Tiny and The Witch-Woman
(The) Trip
(The) Ugly Duckling

NAME OF COMPANY: Weston Woods METRO CODE: WW

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
(The) Trip	7.5	12/7	4	S,R	e,se	K-2 (3)	3.3	3.3	3.3	4	0	3	0	3	0	4.0	3.0	Reading Art Social Studies Language Arts Recreation Mathematics Literature Creative Expression
WW f 113	User comments: Strong, clear, well-cast narration...consistent with Keats...opinions were mixed...some kids said it was boring and others liked the idea of using your imagination...very slow moving (special education teacher)...watch for the shadows is it a real story?.																	
Teeny-Tiny and The Witch-Woman	9.1	19/19	13	S,R	e,a,se	K-3 (4-5)	3.4	3.8	3.7	10	0	10	0	10	0	4.4	3.9	Language Arts Creative Writing Reading Folk lore Entertainment Halloween Literature Social Studies
WW f 114	User comments: Turkish folk tale...witch is very frightening both the voice and animated character...she eats little children and uses their bones in fences and interior decoration...emphasize that it's only a story...could be upsetting for littles...it made me tremble and I'm not a child...excellent color and visual presentation...great film...(to) illustrate parts of a story, i.e., introduction, suspense, climax, etc..																	
(The) Ugly Duckling	9.2	19/20	11	S,R	e,se	(P) K-2 (3-5)	3.8	3.9	3.9	10	1	9	1	10	0	4.6	3.9	Recreation Language Socialization Social Studies Language Arts Literature Appreciation
WW f 115	User comments: (Ed. note: Most users gave this favorite high marks noting children very attentive to story, sympathetic to duckling and his problems.)																	
																		Reading Creative Writing Entertainment
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

SUMMARY SHEET

BUILDING LEVEL MATERIALS

Company Name: Weston Woods (WW)

Number Of Years Depositing Media For Evaluation: 13

Number Of Items Placed For Evaluation During 1980-1981: 4 kits

Packaging Qualities:

Durability Of Container: Poor: baggies are unsuitable for packaging, circulating and storing media materials

Design Of Package: None

Leader's Guide: Story script included

Comments:

Geared generally for elementary classrooms, although The Golem determined inappropriate for use with small children. Guides should include activities and suggestions for use of materials rather than script only. Products from this company are always a favorite of librarians and teachers of primary grades. Multiple media formats produced by company provide users with many alternatives.

Worthy Of Note:

Titles Evaluated:

David and Dog
Gail E. Haley: Wood and Linoleum Illustration
(The) Golem
John Brown, Rose, and the Midnight Cat

SUMMARY SHEET

Company Name: Wombat Productions (WP)

Media Format(s) Offered: 16mm film

Number Of Years Depositing Media For Evaluation: 7

Number Of Films Placed For Evaluation During 1980-1981: 10

Composite Rating Of All Films Evaluated: 8.43
(see qualification on data sheet)

Bookings:

Maximum: 21
Average: 11.4

Screenings:

Maximum: 40
Average: 18.3

Average Number Of Evaluations Received: 8.2

Comments:

- major subject areas identified: social studies, guidance, science, physical education, business education, health, English (language arts), film study
- most frequently recommended grade level(s): junior high school to adult
- composite score: 8.43 based on 8 of 10 titles (80%)
- accuracy and production quality received generally high ratings
- user's objectives were met (4.6) with student interface above 3.5. This is due, in large part, to the carefully detailed leader's guide which accompany all titles
- most productions require highly skilled and prepared teachers, with the majority of films eliciting emotional responses from both teachers and students
- topics selected with care; most find multiple applications in variety of subjects

Upper 25%:

Houdini Never Died...
Bears and Man
(The) Fighter

Titles Evaluated:

Bears and Man
Born To Run
(The) Fighter
Horse Latitudes
Houdini Never Died...
Jyoti
(The) Lady and The Owl
Portrait Of Christine
Rana
Ritual

175

NAME OF COMPANY: Wombat Productions METRO CODE: WP

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Jyoti	*7.5	8/3	2	S	m,j	5-12	3.5	3.5	3.0	1	1	1	1	1	1	4.5	2.7	Social Studies Religions Comparative Cultures Geography History Of India
User comments: Another view of India - city life in modern India.																		
WP f 59																		
Rana	*9.0	7/7	3	S	j,s,se	7-a	3.7	3.7	4.0	3	0	2	1	3	1	4.5	4.0	Asian Studies Religions Geography Sociology World Cultures Values Social Studies
User comments: Interesting picture of family life...how it is shaped by the Muslim religion as practiced in India...main character engaging...difficulty in understanding Rana (heavy accent) sound varies in level.																		
WP f 60																		
(The) Fighter	8.5	13/22	8	S,R	s,a,se	7-a	3.4	3.6	3.5	8	0	8	0	6	0	4.6	3.4	Social Studies, Physical Education, Psychology, Film, Counseling, English, Sociology, Guidance, Family Life Composition Class
User comments: (used) for teaching concept: when it's smart to stick to your ambitions and when it's smart to know when your dreams can't be realized...but to keep at it, through defeat-that is the hard part and the prime lesson (unmotivated students)...excellent documentary...ask students to discuss what happens to character in future. **																		
WP f 61																		
Houdini Never Died...	8.5	21/26	20	U,S,R	e,m,j, s,a,se	(K-4) 5-a	3.8	3.7	3.8	16	0	17	0	17	0	4.7	3.8	English Composition Career Education Filmmaking Biography Entertainment History English Language Arts
User comments: Wasn't long enough, whetted appetite about all wizards & magicians... fast moving documentary, interesting and entertaining throughout, fine medley of "old" and "new" magicians...Burgess Meredith a fine interpretive narrator; his voice evoked mood as well as style...perpetually interesting subject...things are not always what they appear to be-investigate before making accusation...emphasize																		
WP f 62																		
																		American History Photography Sociology Physical Education Humanities Magic Journalism Social Studies
User comments: (before showing) that magic (and illusion) is a form of communication, sender-receiver-response...subtle use of gesture and slight of hand after practicing to perfection, make this field of entertainment a definite art form **																		
																		Biology-Nervous System & Sight Reading Science (Anatomy) Famous People
User comments																		
Born To Run	8.5	8/20	4	U,S	m,s,se	6-a	4.0	3.8	3.8	4	0	4	0	4	0	4.5	3.1	Physical Education Health Business (Marketing)
User comments: NA																		
WP f 63																		

Explanation of code:

rating: 1----------10 poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Wombat Productions METRO CODE: WP

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	Human Relations In-Service Social Studies Psychology Behavior Sexuality Values Health Socialization
Portrait Of Christine	6.8	7/10	6	S,R	j,s,c	7-a	4.0	3.9	3.8	6	0	4	2	5	0	5.0	4.0	
	User comments: Film carried by strength of Christine - production adequate but not exciting...too much talking and single word narration...totally lacks emotional involvement...demonstrates that handicaps can be dealt with successfully...handicapped person may not be the one who is truly handicapped...would open the eyes of																	
WP f 64																		
																		Guidance Sociology Family Life Handicapped Special Education
	User comments: some students to see handicapped peers as just other folks.																**	
Ritual	7.9	17/40	11	S,R	m,j, s,se	6-a	3.8	3.6	3.6	7	2	9	0	8	1	4.4	3.5	Cultural Studies Social Studies Philosophy Psychology East Asian Studies Japan Geography History English-World Lit.
	User comments: Visually interesting but with so little dialogue it lost its effectiveness...7th graders aren't ready for philosophy and depth of meaning-however does show Japan's problem of old traditions vs. Western ways...narration awful.																**	
WP f 65																		
Bears and Man	9.1	15/30	16	U,S,R	e,m,j, s,c,a, t	5-a	3.9	3.9	3.6	14	0	15	0	14	0	4.7	3.7	Social Studies Science History Biology Environmental Education Ecology
	User comments: Great photography...moving yet unsentimental plea for the bears and their shrinking habitat...excellent for anyone preparing to visit any western park...shows "spoiled bears" who refuse to forage and the problems they cause.																**	
WP f 66																		
																		Animals Wildlife Studies Camping Hiking Guide Zoology Conservation Health
	User comments:																	
(The) Lady and the Owl	9.5	12/14	7	S,R	e,s, a,se	6-a	4.0	3.6	3.6	6	0	6	0	5	0	4.8	3.9	Geography Nature Environmental Education Humanities English Social Studies Visual Literacy Zoology, Science
	User comments: Excellent for science classes, studies in linguistics and Canadian dialects...interesting form of documentary.																	
WP f 67																		
Horse Latitudes	8.6	6/8	5	S	s,a,se	10-a	3.8	3.8	3.7	5	0	5	0	4	0	4.3	3.3	Language Arts Short Story Creative Writing Humanities Values Film Study Psychology
	User comments: Absorbing film, characterization superb...acting excellent, character changes occur rapidly...one of best dramas...don't tell ending to class, just say its based on fact...long shots calculated to probe thoughts and feelings, to arouse questions.																	
WP f 68																		

Explanation of code:

rating: |----------|0 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: Bears and Man (WP f 66)

Distributor: Wombat Productions

Grade level: 10-12

Subject taught: Zoology

Order of use: preview, screen, postdiscuss

Purpose of showing film:

Remind students of responsibility toward animals in the wild and show that often the best help is to leave them alone.

Teacher comments:

Accuracy of information, production quality, and selection of content as excellent...film met user's objective (stated above).

Student comments: *(all sic)*

- That man is over crowding the bear and disturbing the little wilderness that they still have. And distrupting the way they live by feeding them, and making them, (the bears) count on their misdirected kindness to animals....

- Man and animals can learn to live together in the world, if man (who is able to think) will find a way to observe nature without interfering.

- This film said to me that we have to be careful in our care for bears and other wildlife. We can be both over protective and under protective of their interests and needs. It is dangerous to go to either extreme.

- I says that if I in the woods and don't want the be a bears lunch I shouldn't feed him.

- This film says to obey the laws of the forest where you are and not to feed them or go after them cause it only causes problems. Laws are there for a reason.

STUDENT COMMENT SAMPLING

Title of film: (The) Fighter (WP f 61)

Distributor: Wombat Productions

Grade level: 11

Subject taught: English

Order of use: prediscuss, screen, postdiscuss

Purpose of showing film:

Students were asked to write one paragraph. We are working on the use of a topic sentence and supporting details. They had to evaluate the film and support their view.

Teacher comments:

Film carried emotional impact and stimulated the audience... film is suitable for language arts if the theme is emphasized... it may also be used for a creative writing or narrative assignment, such as asking students to describe what happens to the character in the future.

Student comments: (*all sic*)

- This movie has alot of good points. The main character was named Jimmy, a boy who grew up in the streets. He quit school at sixteen. He experienced many street fights and brawls. So he decides to make a career as a fighter. He works his way to the golden Glove championships, but he loses the fight. The movie stresses that even if you have nothing to look forward to, you can still create a decent life for yourself. If you are really determined to succeed you won't give up.

- The film The Fighter I think would be good to show to defected or disabled kids or people. The film shows a fighter that wins and then loses but even though he loses, it makes him work even harder to win and make something with himself. The people I prefered to you need this kind of film to get them off there feet to help them selves reach there goal such as the fighter will. This film can show them that there is a reason for them to live and that there life isn't a total washup if they could only try harder.

(continued on reverse side)

Student comments: *(all sic)*

- I think that the film "The Fighter" was fairly interesting. I found it interesting because it showed that a person who had alot of trouble in his younger life could fight back and have a future. I didn't think that the movie was interesting because it showed the boy losing a fight and when there is a movie about someone they hardly ever show the star loseing a fight.

- It is basically a good film...It does not have much to do with school...The one good thing it does show is that if you want success bad enough, no matter how bad things are, you can work hard to acheive it. However, because the emphasis is on sports the student might start to work hard at sports trying to be like this guy and ignore school work where the percentage likely to succeed is high than in sport.

SUMMARY SHEET

Company Name: Xerox (X)

Media Format(s) Offered: 16mm film, building level materials

Number Of Years Depositing Media For Evaluation: 8

Number Of Films Placed For Evaluation During 1980-1981: 9

Composite Rating Of All Films Evaluated: 8.27
(see qualification on data sheet)

Bookings:

Maximum: 21
Average: 10.56

Screenings:

Maximum: 26
Average: 9.76

Average Number Of Evaluations Received: 6.78

Comments:

- major subject areas identified: science, social studies, mathematics, English (language arts, literature), business education, health, guidance, music
- most frequently recommended grade level(s): primary and elementary grades
- composite score: 8.27 based on 7 of 9 titles (78%)
- accuracy and production quality rated above average
- user's objectives generally well met; student interface above 3.5
- two thirds of films used animation filming techniques; cartoon-type productions are not well-received
- recommend grade levels in leader's guides often did not coincide with teacher's perceptions
- two extremely high rated films ("Yankee Doodle Cricket" and "Mowgli's Brothers") were recognized for their entertainment value rather than

(contd.)

Upper 25%:

Mowgli's Brothers
Yankee Doodle Cricket

Titles Evaluated:

(The) Case Of The Missing Chickcows: Adding Positive and Negative Integers
I Don't Want To Sell Babe
Money
Mowgli's Brothers
(The) Peasant's Pea Patch
Prime Time
Salamanders and Lizards
(The) Weird Number
Yankee Doodle Cricket

Comments continued:

teaching value (children's literature, citizenship, authors, etc.). While they were entertaining, they were equally valuable teaching tools.

NAME OF COMPANY: Xerox METRO CODE: X

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Salamanders and Lizards	*9.0	7/6	3	S,R	e,se	1-5 (6)	3.7	3.3	3.3	0	2	1	1	2	1	3.5	3.3	Science Social Studies Reading - Classification
X f 87	User comments: Held interest from beginning to end (special education teacher)... although described by producer as showing comparison between salamanders/lizards and dinosaurs, there is actually very little comparison made in the film other than briefly some similarities in physical features...some vocabulary too complex for younger grades...captivating film...super photography. **																	
(The) Case Of The Missing Chickcows: Adding Positive and Negative Integers	6.0	7/5	5	S,R	e,m	(K-3) 4-6 (7)	3.5	3.8	3.3	4	0	3	0	4	0	2.8	3.1	Mathematics Social Studies
X f 88	User comments: Guide recommends use with 2nd and 3rd grade...do not feel students of that age are ready to handle the concept of positive and negative integers... most enjoyed cartoon but missed the rather obscure concept...shows no mathematical algorithms-should be used only as a simple introduction to first time negative integer learners (4-7). **																	
Prime Time	*___	4/2	1	S	e	___	4.0	4.0	4.0	0	1	1	0	1	0	___	___	
X f 89	User comments: NA																	
(The) Peasant's Pea Patch	9.0	10/12	10	S,R	e,se	K-4 (5-6)	3.6	3.6	3.6	9	1	10	0	9	1	4.7	3.5	Science Social Studies Entertainment Reading Language Arts Language Folk Tales
X f 90	User comments: My low ability reading class (5th graders) felt it was too babyish for them and the best part was the background music...way of showing how people keep trying no matter what...Russian folk tale. **																	
Money	7.9	9/10	6	S	e,j, s,se	(4) 5-12 (c,a)	3.7	3.8	3.7	3	3	5	1	4	2	3.9	3.6	History Consumer Mathematics Business Social Studies Economics
X f 91	User comments: Includes information on money used in different countries and the process of bartering...more technical than I expected-(for use) as part of the business cycle in a discussion of the Depression of the 1930's...vocabulary good for this level (5th grade)...activity sheet would have been helpful.																	
I Don't Want To Sell Babe	8.1	8/9	7	S,R	e,s,se	(2-3) 4-6 (7-a)	3.4	3.0	3.4	5	0	5	1	5	0	4.0	3.2	Health Social Studies Geography English Family Life Values Science
X f 92	User comments: Kids (high school) thought acting poor...part is cultural bias... don't understand midwestern outlook...much of the dialogue seems to be rather forced and without emotion...parts tended to be drawn out.																	
(The) Weird Number	7.9	10/7	6	S,R	e,se	(2-3) 4-6 (7-9)	3.7	3.7	3.8	4	2	5	1	6	0	4.0	3.5	Mathematics
X f 93	User comments: Suitable as introduction to fractions...does not have to be limited to 2nd and 3rd grade as suggested on teaching guide...shows rational and natural numbers...open-ended - little "math" computation - more shown than told. **																	

Explanation of code:

rating: 1.....10
poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

NAME OF COMPANY: Xerox METRO CODE: X

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/8					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Mowgli's Brothers	9.5	19/26	14	S,R	e,j,se	K-5 (6) (a)	3.9	4.0	4.0	11	0	11	0	11	0	4.8	4.0	English Science Social Studies Family Life Health Reading Entertainment Language Arts Literature
User comments: Film used in Social Studies to show how we sometimes attribute human qualities to animals...many lessons taught in this classic (..ipling) story... effective film in conjunction with Man: A Course Of Study...(all-around) quality film-story, photography, color...not a sound or a wiggle (grade 1)																		
X f 94																		
Yankee Doodle Cricket	9.5	21/11	9	S,R	e	K-6	3.7	3.9	3.9	7	1	8	0	8	0	4.7	4.0	Music Social Studies Reading Language Arts History Entertainment
User comments: High interest film, holds tension span. (Ed. note: Extremely popular film drawing repeated comments such as excellent, great, enjoyable, etc. ...little mention of subject area value)																		
X f 95																		
User comments:																		
User comments:																		
User comments:																		
User comments																		
User comments:																		

Explanation of code:

rating: |----------|0
poor-excellent

regions: U = urban
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** - student comments available
Col. 2: /S (screenings)

STUDENT COMMENT SAMPLING

Title of film: (The) Peasant's Pea Patch (X f 90)

Distributor: Xerox

Grade level: 4

Subject taught: Self-contained classroom

Order of use: prediscuss, screen, postdiscuss

Purpose of showing film:

To emphasize the need to be understanding and kind to our peers...to review folk tales.

Teacher comments:

Way of showing how people keep trying no matter what...example of folk tale tale.

Student comments: (*all sic*)

- I learned that peasants are a lot of trouble. and that you shoud never play with a peasant.
- When you are planting a pea patch to be very careful of crans and you will not go through the same trouble as the man.
- Never grow a Pea Patch and don't tie yourself to a wagan for you can't move. Never tie peasants together.
- Don't make fun of animals.
- I learned never to mess with crain.
- Never tie yourself to a cart, and never let the horse drink water.
- Don't be mean to animals. It could be dangeres.
- You should never ever in your life tie pheasents together. Or else you will be up in the sky.
- If cranes want somthing, dont mess around and give it to them.

SUMMARY SHEET
BUILDING LEVEL MATERIALS

Company Name: Xerox (X)

Number Of Years Depositing Media For Evaluation: 8

Number Of Items Placed For Evaluation During 1980-1981: 2 kits

Packaging Qualities:

Durability Of Container: Average

Design Of Package: Inconsistent size

Leader's Guide: Available; not helpful

Comments:

elementary grade level, mathematics and language arts; circulated little; both kits received low marks on content and manner in which it was presented

Worthy Of Note:

Titles Evaluated:

Alexander Hawkshaw's Language Arts Skills Series
Exploring Mathematics

SUMMARY SHEET

Company Name: Miscellaneous deposit:
Running On Empty - Connecticut Department Of Energy

Media Format(s) Offered:

Number Of Years Depositing Media For Evaluation:

Number Of Films Placed For Evaluation During 1980-1981:

Composite Rating Of All Films Evaluated:
(see qualification on data sheet)

Bookings:

Maximum:
Average:

Screenings:

Maximum:
Average:

Average Number Of Evaluations Received:

Comments:

Upper 25%:

Titles Evaluated:

197

1981

NAME OF COMPANY: Miscellaneous METRO CODE: M

Title and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Recommended grade levels	Accuracy	Production quality	Content selection	Has emotional impact		Has style, aesthetic value		Stimulated audience		Met user's objectives	Student interface	Possible application in
	max. 10.0	/S					max. 4.0			yes	no	yes	no	yes	no	max. 5.0	max. 4.0	
Running On Empty	7.9	16/18	9	U,S,R	j,s, t,se	9-a	4.0	3.8	3.7	6	3	8	1	8	1	4.3	3.4	Driver Education Consumer Education Social Studies Industrial Arts Power Mechanics Science Economics
M f 127	User comments: Effective commentary on use of accelerator in saving gas...good updated music background...talks to students in adult manner...students could not believe 00% of drivers got better mileage than economy tests projected...good format-with questions and answers about fuel saving driving techniques. **																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments:																	
	User comments																	
	User comments:																	

Explanation of code:

rating: 1.....10
poor-excellent

regions: U = urban
S = suburban
R = rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
* - not included in composite evaluation
** - student comments available
Col. 2: /S (screenings)

SUMMARY SHEET

BUILDING LEVEL MATERIALS

Company Name: Miscellaneous (M)
single unit deposited by Law Education Division,
Connecticut State Department of Education

Number Of Years Depositing Media For Evaluation:

Number Of Items Placed For Evaluation During 1980-1981:

Packaging Qualities:

Durability Of Container: Below average; not placed in container for circulation

Design Of Package:

Leader's Guide: Script provided

Comments:

lack of audio portion makes presentation difficult; teacher must be totally familiar with script for best use; slow moving; production quality below average: some visuals hard to distinguish, especially those including printed words

Worthy Of Note:

Titles Evaluated:

Man, Is It Worth It?